



SYLLABUS

ADVANCEMENT COURSES™

A Wiley Brand

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**Fostering Cultural Awareness and Inclusivity
in the Classroom**

15 Clock Hours

Why should teachers take our courses?

A Focus on Student Success

Fostering student success in both academics and social-emotional growth is the main focus of all of our courses. Our courses are filled with strategies, techniques, and activities that are directly tied to improving student achievement in the classroom.

Classroom Applicable

We believe that professional development should be directly related to the classroom, so our courses are designed to include valuable resources for the classroom, innovative strategies and perspectives, and activities aimed at developing content teachers can use in the classroom immediately.

Authentic Assessments

As every subject and grade range has its own needs, we have designed our courses to include authentic assessments that mirror the type of work teachers do in the classroom. With case studies, active reading exercises, and time for developing student-facing activities, our courses provide consistent opportunities to express learning in an authentic manner.

Reflective Practice

A key component of all of our courses is time dedicated to reflective practice. Each course includes a journaling component, which prompts the teacher to connect the reading to their practice, experiences, student population, and school community.

Connection to Special Populations

While many professional development courses may tack on a section on special populations at the end, we believe that knowledge of special populations is integral to all subjects and grade ranges. The majority of our courses include direct strategies for working with exceptional students (special needs, English Language learners, at-risk students, and gifted and talented students).

Professional Learning Community

A dedicated online community space allows teachers to interact with course instructors and their peers, sharing resources, exploring new ideas, and connecting with other educators from across the country.



Fostering Cultural Awareness and Inclusivity in the Classroom

Course Description

If culture is the air we breathe, what happens when you and your students bring 20+ different kinds of oxygen into the room? Truly understanding and embracing another culture is challenging in itself—but how do you apply that understanding to your teaching and help your students be more inclusive as well?

In this course, you'll gain concrete strategies for becoming a more culturally responsive teacher and creating an environment of inclusivity where everyone feels valued and welcome. You'll start by understanding your own culture so you can better recognize others' perspectives and address bias in its many forms (implicit, explicit, unconscious, and conscious). In addition, you'll learn how to promote self-reflection and social-emotional awareness in yourself and your students, and how to help your students become more compassionate, sensitive classmates and human beings.

After participating in this course, you'll be able to approach instruction with an awareness of your own biases and will be more adept at fostering inclusion and better meeting the needs of your learners.

Connections to Practice

This course provides the following classroom connections:

- Considerations for assessing bias and reflecting on one's own culture and belief systems
- Ways to support students in showing sensitivity and understanding to others
- Strategies for creating an inclusive and responsive school and classroom environment

Course Outcomes

In this course, participants will:

- Examine bias in its various forms and evaluate its impact on teaching and learning.
- Implement strategies that support school and community in becoming more inclusive and culturally responsive.
- Modify professional practices through self-reflection, assessment of mindset, and evaluation of the impact of interactions on students.
- Appraise and develop strategies for creating a more inclusive and sensitive classroom and for promoting those habits among students.

Charlotte Danielson Framework for Teaching Alignment

Domain 1: Planning and Preparation

1b Demonstrating Knowledge of Students

Domain 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport

2b Establishing a Culture for Learning

Domain 3: Instruction

3a Communicating With Students

3c Engaging Students in Learning

Materials

Online reading, viewing, and listening resources will be provided in the course.

Method of Evaluating Student's Performance

Completion of this 15-hour Continuing Education course will be evaluated on a pass–fail basis. Letters of completion will be issued for passing grades.

Assessments

Concept Practice

These automatically scored practice questions will appear throughout the content and will cover concepts discussed in the module. You will receive immediate feedback for each question. These questions are formative in nature and will not contribute to your final score in the course.

Reflection Questions

These ungraded questions will appear throughout the course content and will cover concepts discussed in the modules. These questions will be designed to prompt reflection, critical thinking, and application of course concepts. These questions are formative in nature and will not contribute to your final score in the course.

Comprehensive Assessment

The Comprehensive Assessment for the course will be composed of automatically scored questions over concepts discussed in the modules. Please note that the Comprehensive Assessment for the course will be visible but unavailable in the course until you have accessed and reviewed all the related course content. You must receive a percentage of 100% on the Comprehensive Assessment for successful completion of this course.

Course Outline

Module 1

The aim of this module is to assist the learner in identifying biases and foster multicultural awareness of cultural values, beliefs, and perceptions. Acquiring this knowledge requires learning about groups of people who are different from oneself.

Learning Outcomes

By the conclusion of this module, you will be able to do the following:

- Evaluate culture to help you with implementation strategies that will help the school community become more culturally responsive and inclusive.
- Develop a definition and understanding of one's own culture and perspective in order to develop perspective to understand the culture of others.
- Examine how generalizations impact the way we see and relate to students.
- Critique your own social–emotional response to student diversity by developing the right mindset, engaging in self-reflection, checking implicit biases, practicing social–emotional awareness, and holding a stance on the impact of your interactions with students.
- Compare forms of bias including implicit, explicit, unconscious, and conscious bias.
- Interpret the different types of bias so that it can be communicated to students.
- Develop an understanding and empathy for others regarding the destructive nature of “isms”.

Module 2

Just as it is important for teachers and educators to become culturally responsive, it is necessary that students also develop a mindset of cultural responsiveness in order to help them relate to one another and grow as individuals. By creating a culture of responsiveness within the school and classroom, we help students understand that they live in a diverse world with many kinds of people. When they develop a responsive mindset, they become kinder, more compassionate, and more open to others. This helps them learn how to navigate the real world and flourish in it. Educators are leaders in their schools and classrooms and serve the role models for students. Creating an environment of inclusivity, where everyone feels valued and welcome is the first step in creating relationships where everyone is free to be culturally responsive.

Learning Outcomes

By the conclusion of this module, you will be able to do the following:

- Compile ideas for creating a classroom environment built on trust.
- Compare forms of bias including implicit, explicit, unconscious, and conscious bias.
- Facilitate practices that can help educators and students evaluate their biases in the classroom to support the social, emotional, and intellectual safety of all students.
- Compare and contrast a culturally inclusive classroom and a culturally responsive classroom so that the space reflects values of trust, partnership, and an academic mindset.

- Appraise strategies to help make students more sensitive to others.

Technology Requirements

Please review the [System Requirements for Moodle](#).

Compliance With the Americans With Disabilities Act

In compliance with Section 504 of the Rehabilitation Act and the Americans With Disabilities Act, participants who have any condition, either permanent or temporary, that might affect their ability to complete this course are encouraged to reach out to support@advancementcourses.com at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

Academic Integrity

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Plagiarism and cheating of any kind will not be tolerated.

Plagiarism: “To steal and pass off (the ideas or words of another) as one’s own without crediting the source; presenting as new and original an idea or product derived from an existing source” (*Webster’s New Collegiate Dictionary*, 1973, p. 870). This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author’s words and ideas.

Cheating: Submitting or presenting an assignment as your own when it was written or created by someone else is not permissible in this class.

References

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Student achievement is at the core of everything we do.

Since 1988, Advancement Courses has been a **leader in professional development**, providing expertly-crafted, classroom-applicable courses to thousands of teachers across the country.

Our extensive online curriculum includes **over 280 graduate-level, self-paced courses in 20 different subject areas** covering both foundational topics and emerging trends in K-12 education.

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