

Education
That
Is
Multicultural
Professional
Development
Course

Education That Is Multicultural Professional Development Course Outline

Goal

To assist Maryland teachers in their work with diverse learning groups as they acquire and apply knowledge related to the “Education That Is Multicultural Course Guidelines” to increase student achievement and success.

Overview

The Maryland State Education That is Multicultural (ETM) Advisory Council recognizes that educators who are qualified to address issues relevant to the diversity of students are fundamental to ensuring an effective educational program that results in maximum student achievement and success for all students. Therefore, it is essential that all personnel involved in the education of students receive training that prepares them to design, manage, implement, and evaluate Education That Is Multicultural. The outcome of this training is twofold. This training should advance instruction and learning programs by ensuring that learning is accessible to all students and by increasing student achievement. When students’ pride in themselves and their cultural identities are strengthened, they are better prepared academically and socially to participate in a broader, diverse society.

This training should prepare personnel cognitively and affectively to be successful with all students notwithstanding cultural background by

- ! increasing student achievement
- ! ensuring equitable access and support for all students to participate in the highest level of teaching and learning programs
- ! preparing students academically and socially to participate successfully in a broader, more diverse society
- ! strengthening student pride in themselves and their cultural identities
- ! increasing awareness and understanding of commonality and diversity among individuals and groups

Guidelines

The Maryland State Department of Education and the Education That Is Multicultural Advisory

Council have developed and disseminated course guideline criteria (attached) related to Education That Is Multicultural and student achievement. These guidelines will serve as a resource for trainers and preservice and inservice educators in designing and implementing teacher training courses.

Course Overview

The proposed “Education That Is Multicultural” course is designed to help participants develop and implement strategies that will have a positive impact on student achievement and success. The course will explore the impact of diversity factors on learning. These diversity factors include but are not limited to race, ethnicity, region, religion, gender, language, socio-economic status, age, and disability.

To address and adhere to the ETM course guidelines, training should provide the following: Content, Process, and Outcomes.

The course participants will develop and implement strategies to impact effective learning practices from a multicultural perspective by

Content:

- ! addressing affective and cognitive domains of learners
- ! promoting a climate which addresses equity issues in assessment and placement of students
- ! supporting academic achievement for diverse learners
- ! addressing different learning styles, multiple-intelligences, Dimensions of Learning and characteristics of effective schools
- ! identifying and utilizing available human and material resources
- ! connecting to ETM guidelines and regulations which reflect all diversity factors
- ! including MSDE curriculum frameworks

Process:

- ! assisting teachers in using differentiated instruction for diverse learners
- ! building on previous knowledge and experience of participants
- ! including study groups, action research, and field experiences

- ! connecting to MSDE requirements for professional development

Course Components:

The components of the Education That Is Multicultural course are

- ! description of course
- ! goals of course
- ! anticipated results and outcomes of course
- ! accountability measured in course results
- ! strategies for course implementation
- ! responsibilities for course implementation
- ! staffing, training recommendations for course implementation

In accordance with the recommendation of the Maryland State Education That Is Multicultural Advisory Council, acting under the auspices of the MSDE, it is recommended that this course consist of a minimum of three (3) semester hours of credit or an equivalent thereof from a local school system through state approved workshops or from an accredited college or university. Since diversity is a pivotal factor that invariably influences society and schools, the ETM Advisory Council further recommends continued upgrading of skills in this area through staff development at both state and local levels.

The recommended course is designed to:

- ! address issues of racism, bias, and prejudice as these affect the experience of individuals and groups
- ! present knowledge of historic events, situations, conflicts, and interpretations from diverse perspectives
- ! implement a variety of testing and other assessment strategies that appropriately address students' cultural identities and learning styles
- ! promote a climate that is amenable to the diversity of students, families, and the community, and that supports academic achievement

and will provide:

- ! activities to identify instructional strategies, techniques, and materials appropriate

to Education That Is Multicultural as a means of attaining optimal academic achievement

- ! training to recognize and correct stereotyping, discrimination, bias, and prejudice
- ! training that fosters intergroup understanding
- ! training that enables professional staff to recognize and correct the omission and misrepresentation of groups and individuals in curriculum and instruction

This will be accomplished by incorporating the following:

Instructional Strategies that Improve Student Achievement:

- ! opportunities to assess one's teaching style (see attached)
- ! opportunities to assess one's own learning style (see attached)
- ! opportunities to assess students' learning styles
- ! opportunities to identify and match learning styles and teaching styles
- ! opportunities to create differentiated lesson plans which accommodate student learning styles
- ! opportunities to examine the research of effective practice
- ! opportunities to explore motivation and resiliency
- ! opportunities to incorporate Dimensions of Learning
- ! opportunities to identify appropriate strategies for identified learning styles
 - curriculum structure
 - assessment strategies
 - information retrieval
 - homework

Knowledge of Curriculum Which Promote Best Practices:

- ! opportunities to develop strategies to ensure equitable use of technology including

the Internet

- ! opportunities to infuse ETM in new and/or existing curriculum
- ! opportunities to view content and concepts from multiple perspectives
- ! opportunities to compare the state and local curriculum framework with the criteria for ETM infusion

Cultural Issues that Impact Student Achievement:

- ! opportunities to compare and examine research on cultural tendencies and characteristics of ethnic groups
- ! opportunities to participate in non-threatening, comfortable assimilation activities, i.e. Helots and Hokeia (see attached)
- ! opportunities to study and present individual incidents and events which reflect issues of racism, bias, and prejudice
- ! interactive, participative group activities which allow opportunities to explore one's own culture as well as other cultures (see attached)
- ! opportunities to identify statistics designed to reflect negatively on certain cultural groups
- ! opportunities to learn about the contributions to the body of knowledge of various ethnic groups

Climate That Promotes Student Success:

- ! opportunities to analyze disaggregated data and design programs using researched strategies
- ! opportunities to identify factors of an inclusive climate
- ! opportunities to relate climate issues to effective school research
- ! opportunities to design a process for creating an inclusive climate

Accountability for Student Success:

- ! increase in student achievement as measured by MSPAP, Advanced Placement and other rigorous course enrollment

- ! increase based on state, local, and national assessment performance
- ! reduce disparities in suspension rates

Resources Which Foster Student Success:

- ! opportunities to assess resources for ETM infusion based on MSDE criteria
- ! opportunities to design content specific criteria for selecting materials which reflect ETM
- ! opportunities to access resources through MSDE, local district, Maryland ETM Network, and MSDE website

In order to successfully implement the course, Education That Is Multicultural, staffing qualifications of the teacher/trainer must include:

- ! successful experience working with diverse groups, factors which include: socio-economics, race/ethnicity, gender, disability, region, religion
- ! background in Education That Is Multicultural
- ! expertise in instruction and curriculum
- ! successful completion of course work in one or more of the following areas:
 - Education That Is Multicultural
 - language acquisition
 - sociology
 - ethnography
 - linguistics
 - psychology
 - anthropology
 - history
 - geography

- ethnic studies
- women's studies
- equity issues

! successful experience working with the adult learner

! human relations skills which promote cooperation, collaboration, problem solving

! knowledge of

- learning styles
- cultural tendencies
- Bidialectalism: Dealing with Linguistic Differences
- brain research
- Dimensions of Learning
- local and state assessments and data analysis

Related Excerpts from:

CONTINUING PROFESSIONAL DEVELOPMENT MANUAL*

Maryland State Department of Education
Division of Certification and Accreditation
Program Approval and Assessment Branch

Dr. Joann H Ericson
Coordinator, Continuing Professional Development

Dr Virginia H Pilato
Chief, Program Approval and Assessment Branch

Dr Lawrence E Leak
Assistant State Superintendent
Certification and Accreditation

Revised January 31, 1999

* Page numbers here do not reflect pagination of original document. This manual may be obtained from MSDE.

GUIDING PRINCIPLES FOR PROFESSIONAL DEVELOPMENT EXPERIENCES

With changes in teacher preparation and the recent changes to COMAR, the following *Guiding Principles* for the continuing professional development of Maryland's professionally certified educators are proposed

- Professional development of teachers and other educators is an integral part of Maryland's plan to improve teaching and learning in schools.
- Professional development must include constant expansion and updating of content knowledge, as well as continuing growth, in the understanding and application of current research and best practice regarding the teaching-learning process.
- Teachers and other educators should engage in career-long professional development; school systems should provide assistance to them by helping them develop their own professional development plans

SUGGESTED GUIDELINES FOR THE DESIGN OF CONTINUING PROFESSIONAL DEVELOPMENT EXPERIENCES

Continuing professional development experiences should be designed to extend, enhance, and/or refine the educators' development. Therefore, professional development experiences should

- extend educators' knowledge and thereby enhance student learning,
- refine educators' skills and thereby enhance student learning,
- enhance educators' dispositions and thereby enhance student learning;
- be useful to a diverse group of individuals (e.g., gender, age, ethnicity, and/or life experiences);
- maintain competent practice through engagement with content, research, best practice, and expert opinion.

PROCEDURES

When submitting proposals for continuing professional development experiences, it is important that school systems and others submit proposals to Chief, Program Approval and Assessment Branch, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, Maryland 21201-2595. Incomplete proposals will delay processing and the issuance of an approval number.

Process for requesting authorization

In order to process a request for authorization of a continuing professional development experience efficiently, it is essential to provide all relevant information and complete the necessary forms. A complete request includes two components. a cover sheet from the source requesting authorization and a proposal.

The Proposal

The proposal is the narrative which provides the details specific to the CPD experience. A complete proposal contains the following information. See Appendix A for Proposal Format.

1. Heading which will assist MSDE in categorizing the CPD experience correctly in the registry. The heading consists of two components.

- ! Title of Experience
- ! Name of instructor/coordinator and/or consultant approved by the school system
Individuals/agencies other than local school systems must attach a current resume' which details the instructor's qualifications. Biographical sketches are not acceptable

2. Description which will be used to write the narrative for the registry. The description consists of five components.

- ! Overview of the CPD experience which highlights major aspects of the experience
- ! Rationale for its development which identifies the need for the experience
- ! Statement of potential impact on students
- ! Timeline for implementation which specifies the dates and times of the experience (e.g., 5, 3 hour sessions, 15, 3 hour sessions, etc)
- ! Number of credits requested.

A suggested guideline to apply when requesting credits is to consider that one credit is equivalent to 15 hours of activity. The concept of "activity" can be expanded to include more than "seat time." Some examples include the following: outside readings required prior to beginning the experience, assignments which require additional time and implementation after the official end of the experience, projects requiring additional time, extra field trips, etc. Meal times should not be considered when calculating hours of activity

If outside activity is a requirement of the experience, it is important that accountability for the outside activity be built within the proposal. For example, participants may keep a log or journal in which they chronicle the outside activity. The log or journal is submitted following the completion of the experience and before credit is awarded

3. **Performance outcomes** which are statements that emphasize the application of knowledge, skills, and/or dispositions resulting from the CPD experience. Performance outcomes are guided by the following questions:

- ! What will educators know and/or be able to do as a result of the CPD experience?
- ! How will/should those outcomes enhance the learning of students in the local school

system?

4. **Evaluation** which will identify techniques used to assess or evaluate how well the educator has achieved the performance outcomes. Both formal and informal strategies may be used. **Evaluation should directly assess the performance of the outcomes** identified for the participants and is guided by the following question

- ! How will the educator demonstrate achievement of the performance outcomes?

5. **Instructional resources** which are materials and resources that will be used in the implementation of the CPD experience. Resources and materials will vary according to the CPD experience. Suggested materials and resources include the following

- ! Texts, CDs, videos, field trips, guest speakers, etc
- ! Assignments such as readings, projects, presentations, etc
- ! Bibliography with citations for books, articles, electronic sites, etc.

A sample proposal for a CPD experience submitted by a local school system is included in Appendix B.

Submission to MSDE

To submit a request for authorization, attach one copy of the proposal to a “Request for Certification Credit for Continuing Professional Development Experience” cover sheet form, and send it to the address indicated on the form. Please note that there are two separate cover sheets; one is to be used by local school systems, and the other is to be used by MSDE, colleges/universities, and independent organizations.

The Process

When a proposal is received, the Office Professional enters the proposal into the database and then forwards it to the Coordinator of Continuing Professional Development. The Coordinator reviews the proposal using the guidelines specified in the manual. Proposals which have met the standards specified in the manual are given an approval number. If information is missing or additional clarification is needed, the CPD liaison or contact person will be contacted in one of the following ways 1) by telephone, 2) by e-mail, or 3) by letter. **All proposals must be assigned an approval number prior to offering the CPD experience.**

Once a proposal has been approved, the Office Professional enters the appropriate information into the database. She then forwards a copy of the cover sheet with the MSDE/CPD approval number to the originating agency along with the carbon-based credit forms and directions for completing the forms

MSDE/CPD numbers are valid for a five-year period. The approved experience may be offered repeatedly during that time. However, a certificate holder may not repeat the same

experience for duplication of credit

Approval Numbers

The approval number is a six or seven digit code, e.g, 97-30-99. The following figure explains the code:

Approval Number:	97	30	99
Explanation:	Year Approved	Agency Code	NextAssigned Number

Agency codes and a list of CPD liaisons are found in Appendix F. Procedure for Resubmission

When the validity period of a CPD experience expires, the sponsoring agency may request a resubmission if the content of the experience has changed, the sponsoring agency must submit a new proposal. If the content has not changed, the sponsoring agency may write a letter to the Chief, Program Approval and Assessment Branch, requesting that the previously approved experience (include previous approval number) be reissued a new CPD approval number. The new approval number will consist of the six or seven digit code explained above, followed by an *r* to indicate a resubmission.

APPENDIX A

Maryland State Department of Education

Proposal Format for CPD Experience

A complete proposal contains the following information:

1. Heading

- Title of Experience
- Name of instructor/coordinator and/or consultant approved by the school system
- Individuals/agencies **other than local school systems must attach a resume which detailsthe** instructor's qualifications.

2. Description

- Overview of the CPD experience
- Rationale for its development
- Statement of potential impact on students
- Timeline for implementation (e g, 5, 3 hour sessions (1 credit); Mon. & Wed, 5 weeks, Monday and Wednesday from 4:30 to 7:30 pm (2 credits), 15 weeks, 3 hours weekly (3 credits)
- Number of credits to be earned

3. Performance Outcomes

- Stated in performance terms

4. Evaluation

- Assessment of educator's achievement of performance outcomes
- Formal and/or informal techniques

5. Instructional Resources

- Materials
- Assignments
- Bibliography

APPENDIX B

SAMPLE PROPOSAL DESIGN FROM A MULTI-COUNTY PROJECT

Baltimore County, Frederick County, Howard County, Montgomery County
(Facilitator: Barbara Allen, Howard County)

Title: Mentoring the Beginning Teacher

Coordinator: (The County's Staff Development Sponsor)

Instructor: (The County's Instructor); detailed r~sum~ on file

Description of Experience: In this course, participants will examine and practice the communication skills necessary to guide beginning teachers during their first two years of teaching. During the course, participants will develop a personal philosophy of mentoring based on research studies of beginning teacher development and will apply their understanding of beginning teacher needs by analyzing case studies and completing other course activities. Research supports the idea that beginning teachers who have had the continuous support of a skilled mentor are more likely to remain in the profession; therefore, induction programs are essential if a competent and stable teaching force is to be maintained.

Suggested Time: 15 three-hour fall or spring sessions or 7 and ¼ six-hour summer sessions

Credits: 3-4

Performance Outcomes:

Upon completion of this course, participants will:

- (1) Use the five reflective communication skills in coaching simulations and/or a coaching relationship. These skills include: setting outcomes, listening and responding, developing a range of interactive strategies, developing mediational questions, and integrating segments into whole conversation.
- (2) Use research and course materials to develop a personal philosophy of effective mentoring.
- (3) Acquire a knowledge of the needs and developmental stages of new teachers and of the role of a mentor in meeting these needs.
- (4) **Optional 1 Credit for those involved in mentoring relationships:** Apply learned course skills during the school year in a mentoring relationship.

Accomplishment of these outcomes will have a positive impact on student learning since beginning

teachers who have had the opportunity of a mentoring relationship are more likely to move beyond survival-type issues to focus on student learning.

Evaluation of Outcomes:

Participants will:

- (1) Demonstrate proficiency in the five communication skills of reflective conversation by attaining a 3 or 4 on a 4 point rubric designed for personal assessment and peer observation.
- (2) Complete a research project which states and supports a personal philosophy of effective mentoring. The project will be based on research that extends and refines course instruction and reflects LEA mentor program goals.
- (3) Develop a position paper which identifies the role of a mentor in meeting the needs of the beginning teacher; include evidence to support the developmental stages of beginning teachers.
- (4) OPTIONAL CREDIT: Show evidence in a Personal Mentoring Portfolio of a variety of course skills applied in a mentoring relationship.

Instructional Resources:

A Guide to Prepare Support Providers for Work With Beginning Teachers. California New Teacher Project, California Department of Education, 1990.

Assisting the New Teacher: A Training Package to Prepare Mentor Teachers. Austin Educational Association, P. O. Box 27672, Austin, Texas 78755.

How to Help Beginning Teachers Succeed. ASCD, Alexandria, Virginia.

**Guidelines for Comprehensive
Preservice / Inservice
Education That Is Multicultural Courses**

from

*Report on the Status of Implementation of
Education That Is Multicultural in Maryland
June 1998*

**Maryland State Education That Is Multicultural Advisory Council
Maryland State Department of Education**

Maryland State Education That Is Multicultural Advisory Council

Education That Is Multicultural Course Guidelines

The Maryland State Education That Is Multicultural (ETM) Advisory Council recognizes that educators who are qualified to address issues relevant to the diversity of students are fundamental to ensuring an effective educational program that results in maximum student achievement for all students. Therefore, it is essential that all personnel involved in the education of students receive training that prepares these personnel to design, manage, implement, and evaluate Education That Is Multicultural. This training should advance instructional/learning programs that prepare students academically and socially to participate successfully in a broader, diverse society as well as to increase student achievement by strengthening students' pride in themselves and their cultural identities.

In accordance with the above, the ETM Advisory Council, acting under the auspices of the Maryland State Department of Education, recommends that educational staff throughout the state receive appropriate training in Education That Is Multicultural. This training should focus on applying Education That Is Multicultural to academic achievement as well as social development. Such training should be preservice and inservice. The suggested training should consist of a minimum of three (3) semester hours of credit or an equivalent thereof from a local school system (LSS) through state approved workshops or from an accredited college or university. Since diversity is a pivotal factor that invariably influences society and schools, the ETM Advisory Council further recommends continued upgrading of skills in this area through staff development at both state and local levels.

Facilitators of the above training will have received mandatory training, such as training-of-trainers, that conforms to these guidelines and includes skills that assure effectiveness of training. When possible, facilitators should reflect diversity categories as cited in the Education That Is Multicultural Regulation.

The Maryland State Department of Education and the Education That Is Multicultural Advisory Council are responsible for the development and dissemination of course guideline criteria that meet the preceding goals. These guidelines will serve as a resource for staff developers and preservice educators in designing and implementing teacher training courses.

The Maryland State Department of Education and the Education That Is Multicultural Advisory Council, in cooperation with LSS, will review, evaluate, and, if appropriate, revise these guidelines at the end of three years from adoption.

Coursework should provide content according to the following curricular and instructional criteria that impact education of students:

- !** development and implementation of instructional strategies and materials that focus on students' understanding and appreciation of diverse cultural groups in a pluralistic society as well as on those that enable students to analyze, evaluate, and propose solutions to

contemporary social problems

- ! correction of the omissions and misrepresentations of any cultural group according to diversity factors, including ethnicity, race, gender, region, religion, age, disability, and socio-economic status
- ! preparation to address issues of racism, bias, and prejudice as these affect the experience of individuals and groups
- ! knowledge of historic events, situations, conflicts, and interpretations from diverse perspectives
- ! implementation of strategies that encourage students' valuing their own heritage; valuing richness of cultural diversity and commonality; respecting diverse cultural groups throughout the world; awareness and sensitivity to individual differences within cultural groups; eliminating stereotypes related to diversity factors
- ! implementation of instructional strategies that appropriately address students' cultural identities and learning styles while providing rigorous instruction for all students to increase academic achievement
- ! implementation of a variety of testing and other assessment strategies that appropriately address students' cultural identities and learning styles
- ! promotion of a climate that is amenable to the diversity of students, families, and the community and that supports academic achievement

To address the above criteria and adhere to the Education That Is Multicultural Regulation, the courses should provide:

- ! activities that involve professional and support staff in exploring attitudes and feelings about their own cultural identities
- ! activities to identify instructional strategies, techniques, and materials appropriate to Education That Is Multicultural as a means of attaining optimal academic achievement
- ! training in assessing the prior knowledge, attitudes, abilities, and learning styles of students from varied backgrounds in order to develop multicultural instructional programs
- ! training to recognize and correct stereotyping, discrimination, bias, and prejudice
- ! training that fosters intergroup understanding
- ! training that enables professional staff to recognize and correct the omission and misrepresentation of groups and individuals in curriculum and instruction

- ! training to recognize and correct inequitable participation in school activities by students and staff from diverse groups
 - ! training to identify human resources for Education That Is Multicultural
 - ! training to identify and use materials and references for Education That Is Multicultural
-

Education That Is Multicultural Course Topic Recommendations

The following topics address areas of the above designated criteria.

1. Cross cultural communication (verbal and non-verbal)
2. Curriculum applications of multicultural education (in conjunction with required lesson planning, implementation, and evaluation by the class participants)
3. Creating culturally supportive and inclusive learning environments (includes attention to physical, academic, social, and emotional environment)
4. Relationship between student achievement and Education That Is Multicultural, and how Education That Is Multicultural can enhance student achievement
5. Recognition of the teachers' and students' factors of diversity and their impact on teaching and learning
6. Definition of Education That Is Multicultural, including but not limited to a wide-range of issues related to diversity categories identified in the state Education That Is Multicultural Regulation
7. Resources for teachers to use to identify non-biased, gender-fair curriculum and instructional materials versus biased materials according to the diversity classifications
8. Specific strategies to address issues of prejudice reduction and to build tolerance and respect for diversity and commonality
9. Review of research on minority student achievement and promising practices to address disparities
10. Relating diversity and achievement to learning styles (cultural implications and individual uniqueness), multiple intelligences, cooperative learning (includes classbuilding, schoolbuilding, explicit collaborative skill development, structuring cooperative settings)
11. Curriculum Transformation: levels of content integration (such as James Banks' four (4) levels) and development of lesson plans that exhibit those levels

12. Connections to other educational initiatives: performance instruction; Dimensions of Learning; safety and discipline

Education That Is Multicultural Course Evaluation

This evaluation indicates whether a course meets the recommended standards in the attached Education That Is Multicultural Course Guidelines. It is recommended that all educational staff in Maryland receive comprehensive training in Education That Is Multicultural (ETM) or the appropriate equivalent thereof. For certificated staff, at least three credit (3) hours or the equivalent is recommended. Although many courses may include topics related to multicultural education or diversity, these courses may not fulfill the standards included in these guidelines. The Education That Is Multicultural Course Guidelines refer only to course(s) that follow the state ETM Regulation. Only such comprehensive ETM courses will qualify for endorsement by the Maryland State Education That Is Multicultural Advisory Council.

This evaluation is designed to ascertain that a course intended as Education That Is Multicultural meets the training criteria specified in the guidelines and, thus, the intent of the Education That Is Multicultural Regulation. "YES" indicates that the course syllabus adequately demonstrates criteria. If the assessment is "NO," then syllabus should be reviewed and amended to sufficiently reflect criteria. There is also a section for reviewer's comments.

In order to receive endorsement for a course by the Advisory Council, this cover sheet and a copy of the course syllabus should be submitted to the Maryland State Department of Education Office of Equity Assurance and Compliance. MSDE representatives will review the syllabus and return the evaluation. If revisions are necessary, they should be made, and the syllabus be resubmitted to MSDE.

School District/Institution: _____

Course Title: _____

Credit Hours: _____

Preservice: _____

Inservice: _____

Submission: _____

Resubmission: _____

Date: _____

Signature of District/Institution Representative: _____

Title: _____

Education That Is Multicultural Course Evaluation Checklist

Course Title: _____

Submitted by: _____ Date received: _____

Reviewed by: _____ (MSDE) Date: _____

Training provides experiences that address the following:		YES	NO
1	Development and implementation of instructional strategies and materials that focus on students' understanding and appreciation of diverse cultural groups in a pluralistic society as well as on those that enable students to analyze, evaluate, and propose solutions to contemporary social problems		
2	Correction of the omissions and misrepresentations of any cultural group according to diversity factors, including ethnicity, race, gender, region, religion, age, disability, and socio-economic status		
3	Issues of racism, bias, and prejudice as these affect the experience of individuals and groups		
4	Knowledge of historic events, situations, conflicts, and interpretations from diverse perspectives		
5	Implementation of strategies that encourage students' valuing their own heritage; valuing richness of cultural diversity and commonality; respecting diverse cultural groups throughout the world; awareness and sensitivity to individual differences within cultural groups; eliminating stereotypes related to diversity factors		
6	Implementation of instructional strategies that appropriately address students' cultural identities and learning styles while providing rigorous instruction for all students to increase academic achievement		
7	Implementation of a variety of testing and other assessment strategies that appropriately address students' cultural identities and learning styles		
8	Promotion of a climate that is amenable to the diversity of students, families, and community and that supports academic achievement		
9	Activities that involve professional and/or support staff in exploring attitudes and feelings about their own cultural identities		
10	Activities to identify instructional strategies, techniques, and materials appropriate to Education That Is Multicultural as a means of attaining optimal academic achievement		
11	Training in assessing prior knowledge, attitudes, abilities, and learning styles of students from varied backgrounds in order to develop multicultural instructional programs		
12	Recognition and correction of stereotyping, discrimination, bias, and prejudice		

Training provides experiences that address the following:		YES	NO
13	Fostering greater intergroup understanding		
14	Recognition and correction of the omission and misrepresentation of groups and individuals in curriculum and instruction		
15	Recognition of inequitable participation in school activities by students and staff from diverse groups and strategies for correcting the inequities.		
16	Identification of human resources for Education That Is Multicultural		
17	Identification and use of materials and references for Education That Is Multicultural		

ETM Course Evaluation Reviewer's Comments

Course Title: _____