

# Cultural Competency and Responsive Teaching



## Standards:

This course aligns to the INTASC Standards including Learner Development, Learning Differences, and Learning Environments.

It also aligns to the McRel Teacher Evaluation Standards including Teacher Leadership, and Diverse Learners.

Teachers deepen their understanding of their own frames of reference, potential bias, and impact on expectations for and relationships with students, students' families, and school communities.

This course demonstrates responsive teaching in the classroom by helping teachers consider, connect with, and build competence in meeting the many learning needs of all students while addressing culturally diverse classrooms that are sensitive and equitable to learners across languages, genders, religions, cultural backgrounds, and special needs.



Certificate of  
Completion



100% Online



Quiz



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# Cultural Competency and Responsive Teaching

## Course Outline

### LESSON 1: Cultural Competency

- Defining culture and cultural competency
- Cultural beliefs and values
- Impact of culture on behavior

### LESSON 2: Bias

- Definition, types, and identification of bias
- Assumptions, perspectives, and self-perceptions

### LESSON 3: Culturally Responsive Classrooms

- Impact of culture on teaching and learning
- Brain roles in learning
- Teaching styles and student impact
- Building rapport with students

### LESSON 4: Culturally Responsive Teaching

- Diversity in the classroom
- Understanding diversity: origin, religion, gender, language, special needs, and mental health
- Cohesive classrooms and school communities
- Collaborating with families

*Designed to meet state requirements for cultural competency and responsiveness training. Including but not limited to all of the following topics: racial, cultural, and socioeconomic groups; American Indian and Alaskan native students; religion; systemic racism; gender identity, including transgender students; sexual orientation; language diversity; and individuals with disabilities and mental health concerns while deepening teachers' understanding of their own frames of reference, the potential bias in these frames, and their impact on expectations for and relationships with students, students' families, and the school communities.*



5 Hours  
of Learning



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