

**Professional Certification Class**  
**January 24, 2008, 4:00-7:00pm**  
**Agenda**

Jackson High School Library

**Reminder:** Assignments to have been submitted by today:

- Student Learning Context
  - Draft
  - Revision
- First Professional Growth Plan Goal
- Due Today: Second Professional Growth Plan Goal

**Examination Criteria 1e – Group Review –Template ([Word](#))**

1(e) demonstrating cultural sensitivity in teaching and in relationships with students, families, and community members.

- Examine article in relationship to the descriptors of practice
  - [Educational Leadership](#) March 2007 | Volume **64** | Number 6 *Responding to Changing Demographics* Pages 16-22 [As Diversity Grows, So Must We](#) Gary R. Howard
- Take notes throughout discussion and write down any questions you think you may want to ask the panel that would help you in working with culturally diverse students.
- Consider your specific context, what practices are already in place, and where you might make improvements or have questions
- Take note of what evidence you could already produce showing research best practice on a descriptor, what evidence with some change in practice you could produce, and finally what you would need to learn in order to create evidence of your students' abilities to demonstrate this descriptor.
- Take final five minutes to jot down any more questions

**Cultural Panel**

- Defining "What is culture?"
- Moderator will use questions from group to address panel
- Class will be able to ask follow-up and clarifying questions as well.
- Panel will share what else they feel is important for class to know.

**Review selection of Professional Growth Team**

**Homework**

- Submit any time revised Student Learning Contexts and first two goal revisions
- Due at February 28
  - Professional Growth Team Selection
  - 3<sup>rd</sup> Professional Growth Plan Goal
- Read articles from January 10<sup>th</sup> session – linked to website Descriptors of Practice document

1(e) demonstrating cultural sensitivity in teaching and in relationships with students, families, and community members.

Descriptors of practice	Resource + evaluation	NOTES	Implications for your context	Evidence Ideas
1. Students listen to all group members and are learning to respect and value divergent ideas while settling differences through compromise.		.		
2. Students regularly experience cultural diversity through learning materials and activities. They demonstrate culturally diverse knowledge, attitudes, and skills in their learning/daily lives. Students are supported with resources from a wide range of cultural communities.				
3. Students share cultural traditions and customs that reflect their varied backgrounds and experiences. They consistently use respectful language and behavior toward their own and other's cultural identities.				
4. Students of all cultural backgrounds are able to connect <i>personal</i> experiences to new learning.				
5. Students articulate criteria to differentiate between culturally respectful/demeaning wording and portrayals found in media, print and other resources. They use the criteria to analyze their learning resources and interactions				