

Teaching With a Cultural Eye

How do the cultural identities of teachers and administrators influence their interactions with students, parents, and colleagues?

Most educators have heard the term “cultural competence” but have never received adequate preparation to appropriately respond to the challenges of a diverse classroom. The BayCES Teaching With a Cultural Eye curriculum addresses the increasing need for educators and administrators to develop the skills and awareness necessary to successfully interact with students and families from diverse backgrounds, and to integrate that awareness into their leadership and teaching practice.



Teaching With a Cultural Eye is a customized professional development program designed to address the equity issues present in your school, district, or organization. Institutes are particularly effective for new teacher induction training, and explicitly address **California BTSA Program Standard 6: Universal Access: Equity for all Students**. We custom tailor each workshop to meet the specific needs of the staff and students in your district.

Teaching With a Cultural Eye Participants:

- Gain knowledge of the impact of racism and other biases on education policies and practices.
- Learn how to move equity to the center of instructional practice.
- Acquire and practice concrete skills for leading change in challenging contexts.
- Improve working relationships and build teams and alliances.

Curriculum:

- Expanding cultural awareness
- Changing the discourse in schools
- Culturally relevant learning and teaching: capitalizing on multiple intelligences
- Challenging assumptions about cultural differences
- Listening to students: incorporating culture into the classroom
- Checking systems for equity: assessing equity in schools, districts, classrooms
- Systemic oppression and education
- The Cultural Proficiency Continuum
- Teaching English Language Learners and special populations

“Wow. This program was entirely different than what I expected. I feel challenged to exceed my expectations for my students, my teaching goals, and to increase parent involvement. I like being able to fuse my own experiences with what pedagogies and perspectives work in the classroom.”

“I must say this has been the most valuable, humanizing, uplifting, empowering, wonderfully frightening experience of my life. [It] allowed for a blossoming in my belief in change, and in my commitment to make a difference in the lives of the students (each and every one) that I work with.”