

English for Specific Careers – Week 4 (Cultural Competency Training)

Element	Description
Objective: What will students know and be able to do by the end of the lesson?	By the end of this week's lesson, students will be able to: ● Introduce the Virginia Department of Education (VDOE) Cultural Competency Training certification. ● Define cultural competency and review the four Cultural Competency Domains. ● Focus on Self-Reflection and Pedagogy and Practices. ● Explore the importance of self-reflection and strategies for implementing reflective practices. ● Learn about strengths-based pedagogy, its benefits, and classroom applications. ● Examine inquiry-based learning, project-based learning, and performance assessment. ● Complete knowledge checks and summary activities throughout the lesson. Objective for the Week: - By the end of the lesson, students will be able to define cultural competency, explain the importance of self-reflection and strengths-based pedagogy, and apply these concepts to support effective teaching practices.
Materials needed:	● Week 4 Presentation slides ● VDOE Website, access the course materials online :https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/teacher-licensure/cultural-competency-training ● Answer key for (Check your Understanding) Part
	Monday
Warm-Up [You do]: How will you review the previous lesson? How will you hook students for today's lesson?	● Begin by checking in with students regarding their progress on the self-study portion of the previous certification and addressing any questions or challenges they may have encountered. ● Review the previous lesson by asking three discussion questions related to key concepts covered in the last session. Allow students to briefly discuss their responses with a partner or the whole group. ● Introduce today's lesson with a short discussion on What is cultural competency, why is it important to discuss it. ● Provide an overview of the topics that will be covered during the lesson and explain how they connect to the real-world professional practice.
Introduction [I do]: How will you model or demonstrate what students are expected to do?	● Introduce and explain the key concepts presented in Slides 2–38, including Cultural competency domains, self-reflection and (Check your Understanding) part. ● Model how to analyze and apply these concepts by discussing real-life examples and explaining how they relate for effective teaching. ● Provide opportunities for students to ask clarifying questions.
Guided Practice [We do]: How will you deliver the lesson? How will students demonstrate their understanding? How will you ensure that students understand?	● Understanding will be checked through questioning and discussion. ● Understanding will be checked (Check your Understanding) Question.

Independent Practice [You do]: How will you ensure that students understand? How will you address misconceptions and mistakes?	• Either using the Zoom Chat feature or a word document (students can screenshare) have students write about what they learned today in 5 sentences. •
---	---

BEFORE NEXT CLASS

Please upload class summary and attendance to the Teachers Portal.

Thank you!

	Wednesday
Warm-Up [You do]: How will you review the previous lesson? How will you hook students for today's lesson?	• Begin by checking in with students regarding their progress on the self-study portion of the certification and addressing any questions or challenges they may have encountered. • Review the previous lesson by asking three discussion questions related to key concepts covered in the last session. Allow students to briefly discuss their responses with a partner or the whole group. • Introduce today's lesson with a short discussion on What is culturally competent pedagogy and practice, strength-based Pedagogy and different kinds of Strength Based Pedagogy. • Provide an overview of the topics that will be covered during the lesson and explain how they connect to the real-world professional practice.
Introduction [I do]: How will you model or demonstrate what students are expected to do?	• Introduce and explain the key concepts presented in Slides 40–68, including overview of strategies and final assessment. • Model how to analyze and apply these concepts by discussing real-life examples and explaining how they relate to interactions with children and youth in educational settings. • Encourage students to share their opinions, justify their responses using course concepts, and collaboratively identify the most appropriate answers through guided discussion.
Guided Practice [We do]: How will you deliver the lesson? How will students demonstrate their understanding? How will you ensure that students understand?	• Understanding will be checked through questioning and discussion.
Independent Practice [You do]: How will you ensure that students understand? How will you address misconceptions and mistakes?	• Either using the Zoom Chat feature or a word document (students can screenshare) have students write about what they learned today in 5 sentences.

BEFORE NEXT CLASS

Please upload class summary and attendance to the Teachers Portal.

Thank you!