



# Professional Learning Concentration for **Diverse Learners**

Culturally Responsive Teaching | English Language Learners | Differentiation |  
Teaching African American Boys

Equity Educator Certificate Program

# Supporting Diverse Learners

As our schools and classrooms become more diverse, it is essential for teachers to connect with their students and build a cultural frame of reference that will foster the learning, engagement, and success of every child. It is precisely in these times of change that education leaders must implement purposeful teacher effectiveness programs that will improve the outcomes of our nation's most underserved students.

PCG's Diverse Learners concentration provides a comprehensive professional learning and support solution that addresses the key domains of practice that teachers, school leaders, and coaches need to master in order to meet the needs of every student and to ensure that all students graduate ready to succeed in college and career. PCG's Diverse Learners courses are organized into four core domains of practice:

- Culturally Responsive Teaching
- English Language Learners
- Differentiation
- Teaching African American Boys

**“Diverse learning environments help students in elementary, secondary, and higher education sharpen their critical thinking and analytical skills, prepare all students to succeed in an increasingly diverse and interconnected world, break down stereotypes and reduce bias, and enable schools to fulfill their role in opening doors for students of all backgrounds.”**

- U.S. Department of Education, Supporting Racial Diversity

## PCG's Diverse Learners Professional Development Partners



### **University of Southern California, Rossier School of Education.**

The mission of Rossier is to improve learning in urban education locally, nationally and globally. Rossier's work is field-based and reflects a diversity of perspectives and experiences.



**Marzano Research.** Robert J. Marzano, PhD, is co-founder and CEO of Marzano Research. A leading researcher in education, he is a speaker, trainer, and author of more than 30 books and 150 articles.



**Pacific Educational Group.** PEG is committed to achieving racial equity in education. PEG partners with educational organizations to transform beliefs, behaviors and results so people of all races can achieve at their highest levels and live their most empowered and powerful lives.

## Core components of PCG's Diverse Learners concentration

- **Guiding competency frameworks.** PCG's Diverse Learners concentration aligns to leading frameworks that identify the key characteristics related to effective or exemplary teacher performance, including motives, self-concepts, values, knowledge, and skills that can be assessed in observable, evidence-based ways.
- **Online courses.** Each PCG course provides 50 hours of research-based instruction, one-on-one online coaching, and application toolkits that provide actionable resources and curriculum tools for teachers to use in their reflections, planning, and instruction.
- **Leading experts.** PCG courses are developed by the best-known researchers, authors and experts, whose work leads the way in improving teacher and school leader effectiveness.
- **Professional development credit.** All PCG online courses can be taken for graduate professional development credit or continuing education units.

# Diverse Learners: Culturally Responsive Teaching

The more culturally competent we are as educators, the more students can be themselves, and the more energy they have available to engage and learn. In order to ensure that all teachers fully understand and are prepared to plan and deliver culturally responsive instruction, they need to develop cultural competence, understand the lens of that cultural competence within the classroom, and have the knowledge and skills to improve all students' academic achievement. PCG's culturally responsive teaching courses meet educators at their Growing Edge to provide theory, history, and strategic ways to enrich their cultural understanding, address equity, and become culturally responsive educators.

## Guiding competency framework adapted from:

- Diller, J.V. and Moule, J. Cultural Competence: A Primer for Educators, (2011) Thomson Wadsworth
- Gay, Geneva, Culturally Responsive Teaching: Theory, Research, and Practice (2010) Teachers College Press

## Core Competencies

**Competency 1: Knowledge of Students' Culture.** Understanding students' cultural context

**Competency 2: Dynamics of Difference.** Knowing how to best engage in cross-cultural communication

**Competency 3: Valuing Diversity.** Accepting and respecting differences

**Competency 4: Being Culturally Self-Aware.** Recognizing each individual's culture, which shapes the sense of who they are and where they fit in their environment

**Competency 5: Institutionalizing Cultural Knowledge & Adapting to Diversity.** Institutionalizing cultural knowledge to better serve diverse populations

## Culturally Responsive Teaching Courses



### Relationally Responsive Classroom Management

Develop educators' ability to plan and implement techniques for connecting with all of their students, ultimately improving academic achievement | **Dr. Alan Green, with Dr. Xiomara Mateo-Gaxiola, USC Rossier School of Education**



### Becoming a Culturally Responsive Teacher

Equip educators with awareness of their cultural background and how to bring a cultural lens into their planning and instruction | **Gary Howard**



### Courageous Conversations About Race

Guide educators through their own racial exploration and awareness and with a framework for understanding race, the impact it has in schools and how to engage with others across racial groups | **Glenn Singleton, Pacific Educational Group**



### Understanding Culture and Race

Develop educators' understanding of how culture shapes students and teachers and provide strategies for including cultural considerations into curriculum development, instruction, assessment and classroom management | **Venita Kelley**



### Motivating and Engaging Students

Learn to plan for and create classroom environments with meaningful engagement for students that facilitates active learning | **Robert J. Marzano and Debra Pickering, Marzano Research**

# Diverse Learners: English Language Learners

English Language Learners (ELLs) are among the fastest growing demographic group in our schools. Every teacher in every grade level and subject area needs ongoing development and support with research-based pedagogical techniques and strategies to ensure that these students graduate college and career ready. PCG's ELL courses provide educators effective instructional strategies and tools in language study, academic language acquisition, and helping ELLs with the basic structures of language. The courses support teachers in addressing these specific needs while establishing a cultural connection with ELL students.

## Guiding competency framework adapted from:

- Council of Great City Schools, A Framework for Raising Expectations and Instructional Rigor for English Language Learners (2014)

## Core Competencies

**Competency 1: Focused Language Study.** Providing ELLs with an understanding of the basic structures of language to engage in academic discourse across all content areas

- Alignment to both English as a Second Language (ESL) standards and the College and Career Ready Standards
- Dedicated time for targeted English Language Development (ELD)

**Competency 2: Discipline-specific and Academic Language Expansion.** Providing development and expansion of discipline-specific and academic English integrated into all subjects

- High-utility, cross-discipline academic language development is an instructional focus
- Discipline-specific language development supports and benefits all students, beyond ELLs
- Content area instruction includes attention to the lesson's language demands, challenges, and opportunities
- Cultural relevance and respect

## English Language Learners Courses



### **Pedagogical Strategies for English Learners**

Targets pedagogy of English Learners literacy instruction that is at the core of academic achievement | **Dr. Eugenia Mora-Flores, USC Rossier School of Education**



### **Teaching Reading and Comprehension to English Learners**

Provides research-based instruction and practices to build literacy with English Learners | **Margarita Calderón**



### **Facilitating Learning for Speakers of Non-Standardized English**

Instructs on the skills necessary to build students' academic vocabulary providing them with the context and language to access all core content | **Dr. Uju Anya, USC Rossier School of Education**



### **Building Academic Language**

Provides teachers with the linguistic background and practical strategies needed to develop students' academic language across content areas | **Jeff Zwiers, Stanford University, Co-director, Academic Language Development Network**



### **Teaching English Language Learners Across the Curriculum, Part 1**

Provides teachers model instructional and assessment practices that enhance English language learners' understanding and achievement across all content areas | **Elizabeth Jiménez**

### **Teaching English Language Learners Across the Curriculum, Part 2**

Develops teachers' practice in applying ELL strategies in all four domains of language: reading, writing, speaking, and listening | **Elizabeth Jiménez**

# Diverse Learners: Differentiation

No two students enter a classroom with identical abilities, experiences, and needs. Learning style, language proficiency, background knowledge, readiness to learn, and other factors can vary widely within a single class group. In order for every one of these students to graduate college and career ready, their teachers need to own a wide repertoire of skills and strategies that allow them to meet every student's diverse background and learning needs. PCG's differentiation courses provide teachers with a deep understanding of why and how to implement differentiation strategies in response to student needs, interests, and abilities by modifying curriculum, instruction and classroom environment.

## Guiding competency framework adapted from:

- Tomlinson, Carol, *Leading and Managing a Differentiated Classroom* (2010) ASCD
- Renzulli, J. and Gubbins, E.J, *Systems and Models for Developing Programs for the Gifted and Talented*, 2nd Edition (2009) Prufrock Press

## Core Competencies

**Competency 1: Culture of Differentiation.** Apply the concept that differentiation is a means to acknowledging diversity among students

**Competency 2: Classroom Differentiation.** Creating a classroom environment to promote differentiation

**Competency 3: Instructional Differentiation.** Designing and delivering curriculum and instruction in response to diverse student needs, interests, and abilities

## Differentiation Courses



### **Differentiation and the Brain**

Teaches the theoretical underpinnings of differentiated instruction and how to leverage cognitive functioning to learn new information | **Carol Ann Tomlinson and David Sousa**



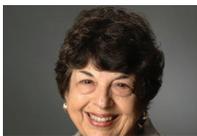
### **Motivating and Engaging Students**

Learn to plan for and create classroom environments with meaningful engagement for students that facilitates active learning | **Robert J. Marzano and Debra Pickering, Marzano Research**



### **Pyramid Response to Intervention: How to Respond When Kids Don't Learn**

Instructs on the Response to Intervention Framework and ways to apply this in the school and classroom | **Austin Buffum, Mike Mattos, and Chris Weber**



### **Differentiating Teaching and Instruction: What, How, Why?**

Builds knowledge and skills in practical approaches to designing instructional materials to cultivate meaningful engagement in the classroom | **Dr. Sandra Kaplan, USC Rossier School of Education**



### **Supporting Struggling Students with Rigorous Instruction**

Develops knowledge and skills for supporting students through four stages of rigorous learning experiences: acquisition, application, assimilation and adaptation | **Robyn R. Jackson, Mindsteps**



### **Differentiation and Assessment in Middle School**

Develops teachers' skills in assessing students' learning needs and provides strategies for differentiating curriculum and instruction to meet each student's needs | **Rick Wormeli**



### **Differentiating Instruction Using the Common Core State Standards**

Provides classroom-ready materials that help teachers support every student in meeting rigorous standards. Delivers practical strategies for all standards, subjects, and grades | **Carolyn Coil**

# Diverse Learners: Teaching African American Boys

The persistence of disparities in the academic performance of boys of color requires changes in the way educators build relationships with, and cultivate the academic growth and success of, African American boys. It is critical that all educators learn effective, inclusive, equitable instructional strategies that address diverse student needs. They also need support and strategies that will allow them to build constructive relationships with students, and acknowledge and bridge differences in culture, language, learning styles, and perceptions of self-image. PCG's courses for Teaching African American Boys help educators directly meet African American boys' physical, cognitive, emotional, and social needs – as well as culture, discipline, and learning styles. Teachers will be able to eliminate stereotypes within the learning environment, and successfully prepare all students for college and career.

## Guiding competency framework adapted from:

- Diller, J.V. and Moule, J. Cultural Competence: A Primer for Educators, (2011) Thomson Wadsworth
- Gay, Geneva, Culturally Responsive Teaching: Theory, Research, and Practice (2010) Teachers College Press

## Core Competencies

**Competency 1:** Knowledge of Students' Culture. Understanding students' cultural context

**Competency 2:** Dynamics of Difference. Knowing how to best engage in cross-cultural communication

**Competency 3:** Valuing Diversity. Accepting and respecting differences

**Competency 4:** Being Culturally Self-Aware. Recognizing each individual's culture, which shapes the sense of who they are and where they fit in their environment

**Competency 5:** Institutionalizing Cultural Knowledge & Adapting to Diversity. Institutionalizing cultural knowledge to better serve diverse populations

## Culturally Responsive Teaching Courses



### **Best Practices for Teaching African-American Boys**

Provides insights and ideas for planning and engagement with boys of color to enhance their performance and achievement in school. | **Dr. Jawanza Kunjufu**



### **Relationally Responsive Classroom Management**

Develop educators' ability to plan and implement techniques for connecting with all of their students, ultimately improving academic achievement. | **Dr. Alan Green with Dr. Xiomara Mateo-Gaxiola, University of Southern California, USC Rossier School of Education**



### **Facilitating Learning for Speakers of Non-Standardized English**

Instructs on the skills necessary to build students' academic vocabulary providing them with the context and language to access all core content. | **Dr. Uju Anya, University of Southern California, USC Rossier School of Education**



### **Courageous Conversations About Race**

Guide educators through their own racial exploration and provide them with a framework for understanding race, the impact it has in schools and how to engage with others across racial groups. | **Glenn Singleton, Pacific Educational Group**



### **Understanding Culture and Race**

Develop educators' understanding of how culture shapes students and teachers and provide strategies for including cultural considerations into curriculum development, instruction, assessment and classroom management. | **Venita Kelley**



### **Motivating and Engaging Students**

Learn to plan for and create classroom environments with meaningful engagement for students that facilitates active learning | **Robert J. Marzano and Debra Pickering, Marzano Research**



### **Becoming a Culturally Responsive Teacher**

Equip educators with awareness of their cultural background and how to bring a cultural lens into their planning and instruction | **Gary Howard**

# Equity Educator Certificate Program

University of Southern California (USC) Rossier School of Education and PCG have partnered to create a comprehensive, competency-based certificate program for K–12 educators. This professional development program is designed to help school districts develop teachers and school leaders who have the knowledge, skills, and dispositions to create equitable achievement opportunities for all students.

**The USC-PCG Equity Educator Certificate Program** consists of four online courses developed by leading USC Rossier professors. Teachers and school leaders who complete all four courses will be certified by USC Rossier as having demonstrated competency in:

- *Cultural competency and responsiveness to students' needs*
- *Building the academic literacy of ELLs*
- *Cultivating academic language development for non-standard English speakers*
- *Differentiating instruction for all learners*

## Equity Educator Certificate of Competency

A Certificate of Competency and a transcript for 18 Continuing Education Units (CEUs, 4.5 per course) will be issued by the USC Rossier School of Education to participants who complete all four online courses successfully, including the Mid-course Application Project and Capstone Project.

## Equity Educator Program Courses and Competencies



### Relationally Responsive Classroom Management | Dr. Alan Green, with Dr. Xiomara Mateo-Gaxiola

This course builds educators' ability to plan and implement methods for cultivating meaningful relationships with all students, increasing student motivation, reducing behavior problems and improving academic achievement by fundamentally changing teacher-to-student, student-to-student and student-to-teacher relationships and engagement.

#### Core Competencies:

- Build constructive relationships in the context of social, economic, and political equity among and between teachers and learners in the classroom
- Create, implement, and develop reflective dispositions around relationally responsive classroom management practices tailored to the specific context and needs of students
- Formulate and implement relationship management strategies for promoting relationally responsive classroom spaces
- Implement pedagogical practices including curriculum and instruction differentiation based on relationship management strategies

Dr. Alan Green is Associate Professor of Clinical Education and School Counseling Program Lead in the USC Rossier School of Education. Dr. Xiomara Mateo-Gaxiola is an educational consultant who specializes in developing educators' understanding of the connections and interplay between pedagogy, curriculum, and culture.



### **Pedagogical Strategies for English Learners | Dr. Eugenia Mora-Flores**

This course focuses on pedagogy for English learners' academic literacy instruction, which is at the core of academic achievement. The course demonstrates pedagogical practices that guide English learners to succeed in content comprehension and in critical and creative thinking to close achievement gaps. The course provides practical strategies for differentiating instruction and support for ELs.

#### **Core Competencies:**

- Plan and modify lessons and activities to meet the needs of a diverse group of language learners
- Establish a language rich classroom
- Deconstruct the academic language demands of any learning objective or task to prepare for the language demands of the lesson
- Implement strategies that use language as a vehicle for learning content and engaging in academic collaborative discussions
- Employ strategies for scaffolding thinking and language throughout a lesson for English learners

**Dr. Eugenia Mora-Flores** is Associate Professor of Clinical Education in the USC Rossier School of Education. She has written 9 books in the area of literacy and academic language development for English learners.



### **Facilitating Learning for Speakers of Non-Standardized English | Dr. Uju Anya**

This course prepares K-12 educators with the knowledge, skills, and dispositions to understand the linguistic and cultural background of academic English learners and promote their academic language proficiency and achievement. Educators will become fluent with strategies that increase students' academic literacy and provide them with the context and strategies to access core content.

#### **Core Competencies:**

- Create a classroom environment that demonstrates respect for students' home language while integrating instruction that enables students to master academic English
- Identify and implement strategies for creating a learning environment in which academic discourse becomes a tool for promoting students' cognitive and social development
- Engage student cultural references and connections with classroom curricula
- Facilitate the use of academic language across the curriculum
- Implement assessment practices for monitoring language to increase students' participation in academic discourse, reading and writing
- Conduct learning activities where language is a tool for promoting students' cognitive and social development

**Dr. Uju Anya** is Assistant Professor of Clinical Education at the USC Rossier School of Education's Master of Arts in Teaching English to Speakers of Other Languages (MAT-TE SOL) program.



### **Differentiating Teaching and Instruction: What, How, Why? | Dr. Sandra Kaplan**

This course builds knowledge and skills in designing instruction that meets a wide variety of learners' needs and cultivates meaningful engagement in the classroom. Educators will learn to design and implement differentiation strategies in response to student needs, interests and abilities, by modifying curriculum and instruction and classroom environment.

#### **Core Competencies:**

- Apply the concept that differentiation is a means to acknowledge cultural, linguistic, economic, and social diversity among students
- Define exemplars of differentiation and create a series of differentiated assignments responsive to individuals and groups of learners within the learning context
- Implement strategies that are used to modify or adapt curriculum so that it is differentiated and responsive to the needs, interests and abilities of individual students and/or a group of students
- Use the prompts of depth and complexity as questions or tasks to individualize the acquisition and assimilation of knowledge
- Recognize the connection between curriculum and instruction to modify the achievement of individual and groups of students

**Dr. Sandra Kaplan** is Professor of Clinical Education, USC Rossier School of Education. She has written over 40 articles and 10 books related to identifying and providing appropriate educational services to gifted students.

# PCG: Your Partner for Ongoing Professional Development

PCG works with districts that are ready to make real teacher development a priority and have a commitment to follow through on significant organizational change. Shifting from a culture of “sit-and-get” and disconnected workshops to a scalable, research-based, technology-rich professional development approach requires the right partner. With more than 30 years of experience working with educators across the country, PCG is a proven effective partner for program success.

**To learn more visit**

[www.publicconsultinggroup.com/education](http://www.publicconsultinggroup.com/education) **or email us at** [kdssupport@pcgus.com](mailto:kdssupport@pcgus.com)



## PCG | *Education*

Public Consulting Group, Inc. (PCG) is a leading public sector management consulting and operations improvement firm that partners with health, education, and human services agencies to improve lives. Founded in 1986 and headquartered in Boston, Massachusetts, PCG has nearly 2,000 professionals in more than 60 offices around the US, in Canada and in Europe. PCG's Education practice offers consulting services and technology solutions that help schools, school districts, and state education agencies/ministries of education to promote student success, improve programs and processes, and optimize financial resources. To learn more, visit <http://www.publicconsultinggroup.com/education/>.

**To learn more visit us at**  
[publicconsultinggroup.com/Education](http://publicconsultinggroup.com/Education)

148 State Street, Tenth Floor  
Boston, Massachusetts 02109  
800.210.6113 | [info@pcgus.com](mailto:info@pcgus.com)

Copyright Public Consulting Group, Inc.