



## Culture Relationship Training Program™ Seminar Outline

Positive teacher-student classroom relationships are the cornerstone of any productive school. When there are minimal differences in teacher-student cultural values, there is a synergy in the school and the classroom that results in higher levels of academic success and negligible disciplinary problems between teachers and students. Nevertheless, teachers and students develop cultural values from various social and economic experiences. When there is a clash due to the cultural differences, the result is detrimental to the education of the students. The conflict will ultimately influence the productivity of the entire school.

DLC Consultant Group Cultural Relationship Training Program is designed to address the negative impact that cultural clashes between teachers and students has on the school. Our program equips administrators and teachers to overcome those differences in values by increasing cultural competency. The result is increased classroom achievement, reduced disciplinary infractions, and reduced special education referrals.

Some points to reflect on:

- Schools gain important benefits by implementing the Cultural Relationship Training Program: First, students decrease their involvement in classroom disruptions. When classroom disruptions decrease, students spend more time on task and when classroom instruction is aligned with state standards the result is increased student achievement of state standardized assessments.
- Second, programs designed to promote cultural acceptance between teachers and students can be a powerful defense against any claims of cultural insensitivity because it demonstrates a school's commitment to students of all ethnicities and economic backgrounds, thereby undermining any claims that teachers have cultural biases that are detrimental to the education of students.
- There are other benefits to the Cultural Relationship Training Program. Since there is a decrease in disciplinary infractions administrators will spend less time investigating and processing disciplinary infractions which can provide additional time for instructional leadership. Special education professionals will spend less time processing special education referrals because teachers will have the ability to differentiate cultural behaviors from behaviors that require special education services. Students will enjoy classroom interactions with their teachers and therefore are less likely to be absent or tardy from school. As a result of the process teachers will have respect for all students which will transfer to students respecting each other. Schools will now have opportunity to avoid any litigation problems that may result from claims of cultural bullying.

By allowing teachers and students to develop positive classroom relationships, administrators not only protect the school from underachievement but they also foster a better work atmosphere, increase teacher and student productivity, and reduce the cost for educating students.

## **PROGRAM OUTLINE:**

The book "*Promoting Positive Racial Teacher Student Classroom Relationships*" forms the foundation for the seminar curriculum. The seminar curriculum emphasizes both a leadership and a cultural competency strand.

The seminar contains two main strands of emphasis.

### **Leadership Strand**

The leadership strand informs each participant how to facilitate the process step by step, which includes conducting a scientifically based organizational analysis, team building, and implementation.

Organizational Analysis focuses on learning how to use qualitative and quantitative data collection methods to uncover and evaluate factors which contribute to the causes and effects. A completed organizational analysis will provide the necessary information needed to begin the transformation as well as increase the credibility of the person leading the initiative.

Team Building focuses on learning collaborative processes that ensures that the team is joined together with the central focus of solving and overcoming the challenge of teacher student classroom relationships. This process ensures that any undermining is minimized so that efforts by the team effectively transform the organization to attain the desired results.

Implementation focuses on learning how to facilitate the entire initiative. The leader also learns other strategies that ensure the success of the initiative and post quantitative and qualitative assessment techniques.

### **Cultural Competency Strand**

In order to better equip each participant we have included a cultural competency strand. The cultural competency strand includes but is not limited to an organizational cultural competency evaluation and aptitude evaluation.

Cultural competence is a key factor in enabling educators to be effective with students from cultures other than their own. When educators have the ability to effectively interact with students from different cultures and socio-economic backgrounds they begin to assess their individual cultural views. This self-assessment provides an opportunity to compare how the attitudes and behaviors of both teachers and students contribute to many of the resulting classroom misunderstandings.

During the seminar, participants engage in several activities that provide them the opportunity to exam the classroom behaviors of historically underserved students as well as developing strategies for overcoming those challenges.

### **Additional benefits:**

Each participant receives a copy of the book "*Promoting Positive Racial Teacher-Student Classroom Relationships*" (\$90.00 value) and "*Promoting Positive Racial Teacher-Student Classroom Relationship workbook*" (\$45.99 value)

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