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Cross-Cultural Competence Development for Tutors

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Abstract

This capstone was done through the Maxwell Citizenship and Civic Engagement program (CCE) and SU Literacy Corps (SULC). The Cultural Competence Development Training Design created from this project will be reviewed for the Fall 2018 semester. The action plan created a mandatory cultural competence training workshop in order to engage SULC tutors in initial conversations about a range of topics that are important for developing cultural competence.

Executive Summary

This capstone expands on a Maxwell Citizenship and Civic Engagement senior Action Plan. It includes research on cultural competence development for educators and tutors and its effects on students as well as an analysis of demographic data from the census and districts across the country. It looks at various pedagogical models for cultural competence and at case studies looking at how cultural competence training influenced educators' self-awareness and change in worldview understanding. Lastly, in order to create this action plan, SU Literacy Corps training data was also reviewed.

This research finds that dialogue, experience, and time are effective and common components within cultural competence development strategies. Cultural competence development happens over time and through the experience one has with their surroundings. Through dialogue, people's worldview expands. For people who are more used to being surrounded by a homogenous environment, dialogue exposes them to difference and counteracts microaggressions and stereotyping that can result from ignorance and deficit thinking.

As classrooms become multicultural through the shrinking of "non-Hispanic white" populations, teacher and tutor training needs be responsive to this demographic shift. Through my internship with SU Literacy Corps, I created an action plan that incorporates more cultural competence development components into the current tutor training program. After reviewing the literature, consulting with others on campus, and reviewing the trainings SU Literacy Corps has conducted over the last ten years, I proposed having mandatory cultural competence development training sessions that "touches the tip of the iceberg," as not everything can be compressed into one training. The workshop's goals are for: 1) tutors to gain more social awareness of their identity, and 2) expand their worldview. This should influence their work and

interaction with students they tutor. Strong cultural competence results in better connections between tutors and students. It will help create more socially inclusive classrooms.

Table of Contents

Abstract……..…….…….. iii
Executive Summary…….…….…….….. iv
Preface…….…….…… vii
Acknowledgements…… viii
Advice to Future Honors Students…….. ix

Glossary of Terms …….… 1

Literature Review …….…… 3

Chapter 1: Introduction……...……... 8

Chapter 2: Changing Populations…….…… 10

Chapter 3: Training in a Tutor Organizaiton…… 14

Chapter 3: Cultural Competence Development Training Design……..…… 20

Chapter 3: Action Evaluation……..……..… 23

Chapter 3: Reflection……..…… 25

Works Cited.……...…. 26
Appendices……...… 28

Preface

It is important to note my background and its effect on my identity, which has shaped why I looked into this topic, as well as any potential biases that could result. I am a first-generation, Mexican, Ecuadorian, Latinx, low socioeconomic status, female. Through these experiences I've learned about power and privilege and how it interacts with my intersectionalities. These intersectionalities and the experiences that resulted from this have shaped my passion for education equity and social justice.

After working for SU Literacy Corps as a tutor, intern, and Corps Council member, I have been able to become more immersed with the overall Syracuse community. Through my work here, my education classes, and teaching fellowships, I became interested in training and support, especially those focused on cultural competence. Through my literary research and organizational research, I created a method to incorporate more cultural competence development training into the existing training model, in lieu of the organization's limitations.

Acknowledgements

I would like to express my sincere gratitude to anyone who heard me talk about my capstone, supported me throughout the process, and/or helped it come to life. I'd like to thank Dr. Mosher and Dr. Wilcoxen for encouraging me, helping shape this action plan, and selling me my action plan back to myself during the moments I felt lost. I would also like to thank Dr. Pitzer for her advice and the literary resources she introduced me to. Also, thank you to SU Literacy Corps for always, always supporting this project and for being very excited about the work we can do to make our work better, for the kids. This work wouldn't have been possible without the support and love I've always received from Colleen Cicotta and Kathryn Bradford. Thank you to everyone at the honors office, for always pushing me to the finish line. Lastly, gracias a mis padres, mi familia, y mi comunidad, because this project stemmed out of the experiences we've had in this country and because without all of you, I wouldn't be here.

Advice to Future Honors Students

If you believe, it'll get done. I procrastinated more than I should have, so don't be like me. However, my advice to you is create your capstone around something that you are really passionate about and can spend the last hours before the deadlines writing about. Try not to do the latter, but passion and interest in your topic will get you to the finish line. Also, keep your advisors in the loop, especially when you feel lost. Good luck!

Glossary of Terms

Terms	Definition
Cross-Cultural Competence/ Cultural Competence	"Having an awareness of one's own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families. It is the ability to understand the within-group differences that make each student unique, while celebrating the between-group variations that make our country a tapestry" (NEA, 2017)
Culture	"An amalgamation of human activity, production, thought, and belief systems" (Ladson-Billings, G., 2014).
Cross-Cultural Pedagogy	In order to develop culturally competent teachers, the pedagogy needs to be an infusion of process-oriented models to current models. Through cross-cultural pedagogy, teachers would need to recognize and understand their worldviews in order to be able to work with diverse students (Mcallister, G., & Irvine, J. J., 2000).
Deficit Thinking/ Deficit Practices	"Deficit practices of educators and schools are often grounded in and supported by commonsense notions of meritocracy, perceived attitudes of motivation, a perceived lack of value in education, and biased testing practices" (Roy, L. & Roxas, K., 2011).
Diversity	"Diversity can be defined as the sum of the ways that people are both alike and different. The dimensions of diversity include race, ethnicity, gender, sexual orientation, language, culture, religion, mental and physical ability, class, and immigration status" (NEA, 2017).
Meritocracy	"People achieve what they achieve based solely on their merit, so that all achievement is deserved rather than rendered" (Gorski, 2013).

Oppression	"The social act of placing severe restrictions on an individual, group or institution. Typically, a government or political organization that is in power places these restrictions formally or covertly on oppressed groups so that they may be exploited and less able to compete with other social groups. The oppressed individual or group is devalued, exploited and deprived of privileges by the individual or group which has more power" (Barker, 2003).
Privilege	"A set of unearned benefits given to people who fit into a specific social group" (Ferguson, 2014).

Literature Review

Throughout U.S. history, American schooling has been debated constantly. Some critics talk about education reform, while others believe we should go to a more traditional schooling. As the United States' demographics have changed, so have the populations in schools. In urban settings, these student populations are very diverse: in culture, language, ability, etc. This can pose as a challenge to educators who have not had experiences in these settings, either because of work in suburban schooling or through their higher education training. One way that schools work to bridge this cultural gap between students and their educators is through cultural competency development. According to the National Education Association, "Cultural competence is having an awareness of one's own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families. It is the ability to understand the within-group differences that make each student unique, while celebrating the between-group variations that make our country a tapestry." Throughout my literature review, I looked at different pedagogies and approaches to developing culturally competent educators. Throughout history, these approaches and models have changed as the definition of cultural competency and relevance have changed, in addition to the societal issues of the time. Many argue about what this curriculum includes. One of the main arguments surrounds how the teacher looks at themselves in relation to the student, as well as understanding their identity and opinions before being able to move forward in becoming culturally competent. (Mcallister, G., & Irvine, J. J., 2000)

While doing this research, I came to understand how educators have defined cultural competency, and the pedagogical theories, curricula, and models they have developed throughout history. Many of the data methods used in their books and articles looked at the responses of

teachers, as well as the students. They make the case why the current educational system needs to focus more on cultural competency. The statistical data looked at other societal issues that play a role to the stereotypes placed on these students and communities to help open the door for suggestions and models to help educators reflect on their own perceptions and biases in order to move into being more culturally competent.

These literatures all look at school settings, as they are places where kids spend the most time and look at the relationship between the student and the teachers. The literature shows that students in urban education are harmed when they do not feel the teacher understands or even undermines who they are (culture, behavior, etc.) because that teacher is lacking cultural competence (Morris, 2015). It uses this as a reason for having these trainings in school settings. The literature also challenges teachers to look at their perceptions towards the students and the communities they teach in by understanding their own upbringing before being able to deconstruct deficit thinking. They encourage teachers to look at their students in a more positive, resilient, strong light, rather than one of pity (Gorski, 2013). This does not mean that the situations of these students should be overlooked, but the teachers should understand this community landscape, as well as their differences, but should not lower expectations of their students.

The literature touches on different pedagogical theories related to cultural competency. Over the years, the trend has been for educators to shift their viewpoint on cultural competence from being about a student's life as "other" or outlier to the cultural norms of society, to being about understanding and reacting to differences as a normal part of the grand society (Ladson-Billings, 1995). This shift has helped changed the pedagogy and curricula used to train educators. This shift in mindset has also shifted the models used. Current models look at

continuing to incorporate more culturally responsive strategies, in order to enrich student learning, as well as culturally revitalizing strategies.(Edmin, 2017) The latter looks at giving voice to the cultural components of historically marginalized communities that are being lost in our society because they do not fit the norm (Edmin, 2017). While there is literature related to developing culturally competent educators, the theory is both built and being built. As the demographics change in both educator and student population, the theories and models surrounding culturally competence development training do too. Even within the field, one can see this through Ladson-Billings work, whose work has been foundational for scholarly conversations surrounding cultural competence (Ladson-Billings, 1995 & 2014).

The work has addressed the civil society in many different ways. Morris and Ladson-Billings work touches on the Black community. Morris's work is mostly on Black girls and the criminalization of this particular group, especially in schools (Morris, 2015). Meanwhile Ladson-Billings focuses on the students, educators, and parents. The stories and experiences of these different populations helps give voice to why cultural competence is needed through different lenses. Similarly, Garcia & Guerrera look at teachers, as well as the educational institution as a whole to gain a better perspective on deficit thinking within the school. Although Gorski primarily looks at students in poverty, he touches on civil society, literature incorporated people, the public, and the private sector through his various chapters and their relation to perceptions of the poor and working class. All articles and books look at the historically marginalized students in underserved communities, as well as the teachers who teach them and their relationships.

While doing this research, I learned about the difficulties of curricula models for developing culturally competent educators in these settings, as well as how school settings can be out of touch through deficit thinking. Throughout the literature, there were common themes

among the curriculum used to train teachers over the years. However, the way they did it differed. While some proved successful, others found they were lacking central components. Even when looking at the models, they approached training differently. Just as with other educational components, there is not a cookie cutter format to help teachers become culturally competent. The ones that found the most success were ones that incorporated different models, as well as began the discussion by helping the teachers understand their views through discussion before introducing cultural competence, its importance in the classrooms they work in, and how they can be mindful of this in their classrooms. Similarly, a common theme addressed in different ways was deficit thinking. This is a challenge that arises in school settings hoping to develop more culturally competent thinking. However, if this is not addressed first, other parts of the curricula to aid educators will not be successful. Learning about the psychology and data behind stereotyping prevalent is also an interesting lens to look at because it helps understand deficit thinking better. Lastly, the important thing I learned was the historical context regarding the development of culturally competent educators. As the teaching population changes, more teachers of color, gender, and other identities have joined this workforce and this has caused a shift in cultural competence training, as the audience is expanding. In which case, the one-size fits all curricula for culturally competent teacher development is still a problem. The theories and structure around cultural competence classroom strategies will continue to change, but it will be interesting to see how they approach deficit thinking and stereotypes among teachers who might identify similar to their students. For more in depth analysis of individual sources, please see Appendix A.

Chapter 1: Introduction

When you walk into a classroom in the Syracuse City School District (SCSD), you are likely to walk into a room full of children from different ethnic and racial backgrounds. The room is also booming with different identities and experiences not visible to the naked eye. In fact, by 2060, classrooms across the nation will no longer look the same. Demographers predict that more than half of the children in the U.S. will belong to racial and ethnic minorities. Understanding differences is important, not only within the public, but also to the teachers and tutors who are in the classrooms each day with the next generation. Teachers are learning how to navigate through cross-cultural classrooms, and now it has to trickle onto the tutors in the classroom.

SCSD has many outside programs, university students, community programs, and Corps members that aid the teachers with their classrooms throughout the school day. One of these programs is SU Literacy Corps. SU Literacy Corps is a literacy initiative that has run out of Syracuse University's Shaw Center for the last 20 years after President Clinton's America Reads initiative. Each semester approximately 100 tutors work 8 to 10 hours a week at over 34 sites within the community. They log in more than 8,000 hours a semester and tutor a little over 1,500 students. Because of their constant presence in the classroom, many of these tutors have 1-to-1 or small-group interactions with their students more often than not.

I am a SU Literacy Corps tutor, as well as intern. I have had my own experiences with SCSD and have heard about other tutor's experiences. In the classroom I tutored in through SU Literacy Corps, two students were learning English after relocating to Syracuse after Hurricane Maria in Puerto Rico. Rather than ignoring the students when they are frustrated because they could not understand them, the teachers asked me to translate, as I also speak Spanish. On days

when I am not there, they tried to find someone else to translate. The teachers understand that due to language barriers and cultural differences, modifications to the classroom routines are essential to meet the students' different needs.

Students thrive when they feel empowered, especially when events around them and in the media might show otherwise. Many studies show that students feel that when their teachers understand their culture and struggles, at any level, then they feel like they have a better time in the classroom. Students see different cultural groups getting deported, bans on Muslims, an anti-refugee sentiment, and other negative reflections of society and some of those are in the powerhouse. By including cultural competence development in SU Literacy Corps tutor trainings, especially for tutors in urban districts like SCSD, it will allow tutors to better understand and appreciate differences. This will create better relationships with their students and students have a better learning environment.

Many might point out that tutors are there just to tutor, but they are more than that. They do help aid the students with literacy and all other subjects, yet they also build relationships with the students. Tutors get one-on-one time that not all educators may have the capacity to do. If these relationships are some of the students' most impactful interactions, then the tutors should be able to understand and appreciate the parts of their students that they don't see right away.

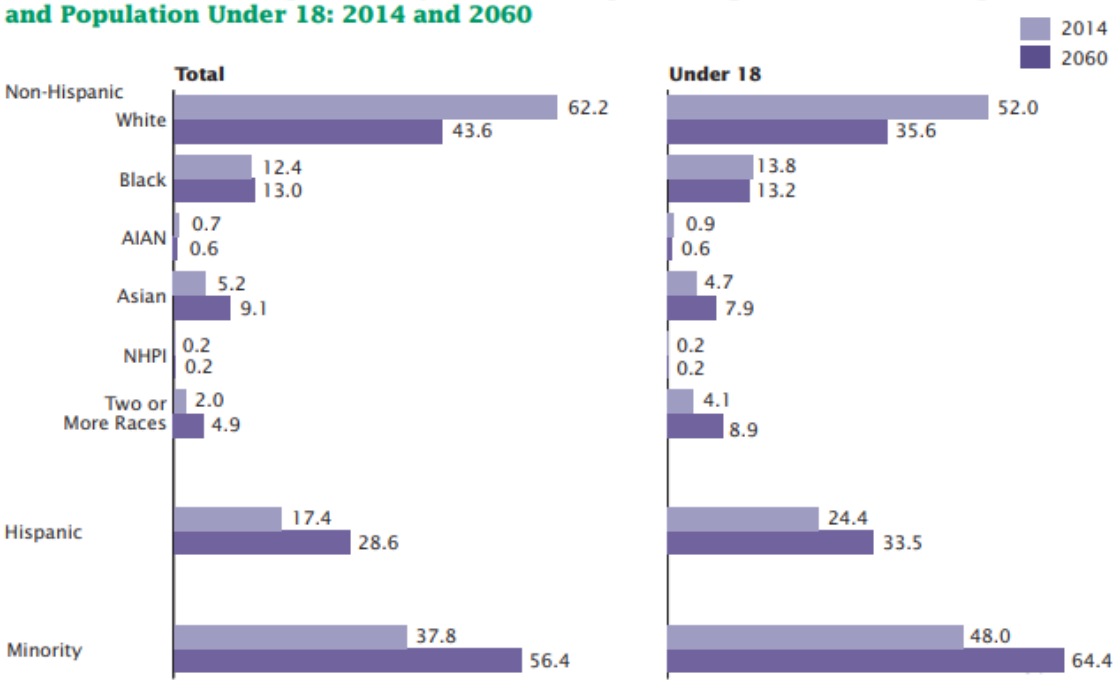
Syracuse University is a predominantly white institute, with over 55% of the student population identifying as "white". According to 2017 data, SU Literacy Corps' tutor demographics also show that the organization's largest ethnic/racial group is "European American/White" at 30% of overall tutors. The remaining 70% identify under African-American/Black, Asian/Asian American, Latino/Hispanic American, Middle Eastern American, and ethnic. Aside from the racial/ethnic difference, each tutor comes in with different life stories

and interactions before setting foot on campus. Therefore, cultural competency trainings can help tutors better understand differences, especially if they come from homogeneous environments where they may or may not have experience with diverse populations and environments.

The world is changing, and we as educators, need to change with it. The classrooms are changing and tutors need the additional support so they can make the classroom feel inclusive of all the rich experiences each kid brings.

Chapter 2: Changing Populations

Figure 8.
Distribution of the Population by Race and Hispanic Origin for the Total Population and Population Under 18: 2014 and 2060

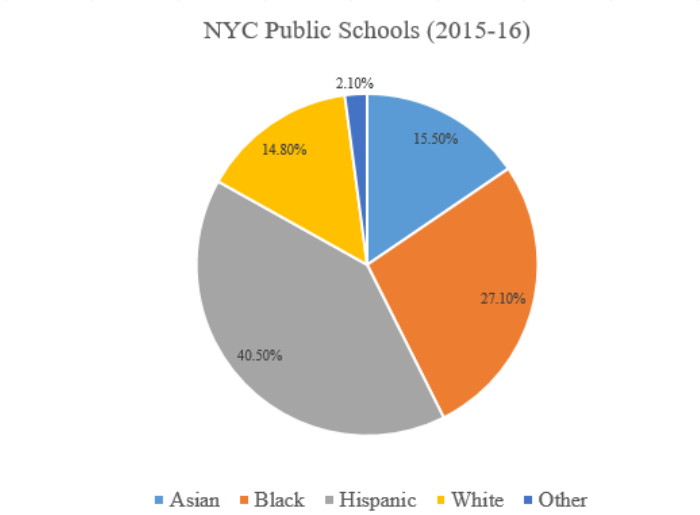


Note: The percentages for the total population or the population under 18 may not add to 100.0 due to rounding.
Unless otherwise specified, race categories represent race alone. NHPI=Native Hawaiian and Other Pacific Islander, AIAN=American Indian and Alaska Native. Minority refers to everyone other than the non-Hispanic White alone population.
Source: U.S. Census Bureau, 2014 National Projections.

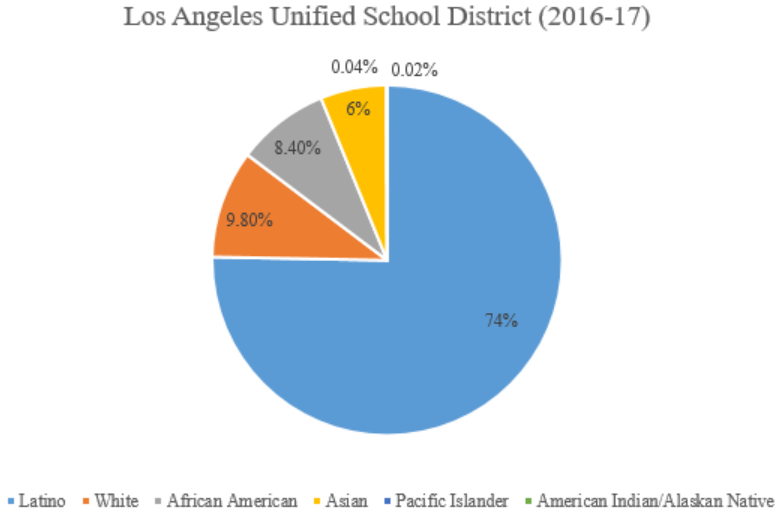
Source: U.S. Census Bureau 2014 National Projections

As mentioned before, the United States' population under 18 years of age is changing. The figure above, extracted from a U.S. census report on national projections, shows that by 2060 the classrooms across the nation will be predominantly students of color, or as categorized above "minority" in the graphic above. As of 2014, the percentage of "minority" students is 48%, while the percentage of teachers is 80% "white" (Loewus, 2017). The public school classroom is becoming more multicultural, as compared to predominantly white, over the years, while most of the teachers are still predominantly "white". Thus, cultural competency is extremely important to develop in teachers, and other educators such as tutors, before stepping into these classrooms. It will be interesting to see how the educational field approaches this shift

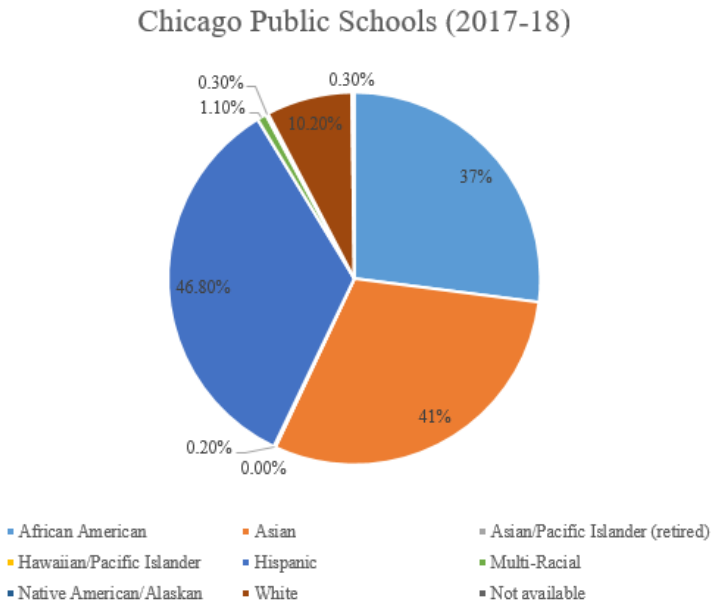
in student population, and teacher population, through their educator training on inclusivity, cultural competence, etc.



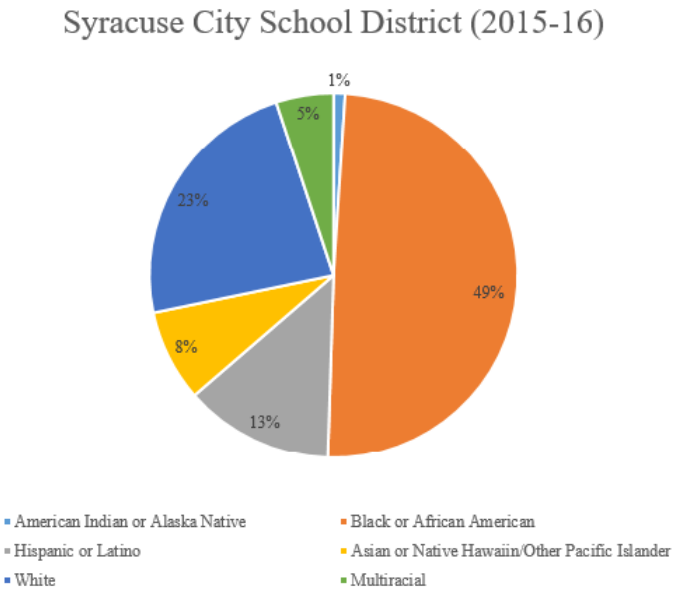
Source: NYC Dept. of Education Demographics Snapshot



Source: L.A. Unified Fingertip Facts



Source: Chicago Public Schools Stats and Facts



Source: NYSED's Student Information Repository System

Although the data makes a prediction for 2060, a year that seems far removed, I pulled the most current demographics for the three largest public school districts that also serve a diverse population of youth. New York City's public schools, L.A.'s public schools, and Chicago's public schools all show current data of the current makeup of their student populations. Similar to Syracuse's own demographics, the classrooms serve predominantly

students of color, while the “white” student population falls under the minority. By looking at these charts, it paints the image of how the projected numbers are already being visible in some of the largest public school districts, as well as Syracuse.

When classrooms look as diverse as the ones above, cultural competence and overcoming deficit thinking are crucial. During a SCSD student panel and event, students spoke about stereotypes they have had placed on them by faculty, staff, and/or students. According to Syracuse.com, "Other students get asked where they want to go to college," said Taniya Williams, of Corcoran High School. "People ask me if I'm going to college” (McMahon, 2016). Developing and supporting tutor’s cultural competence is a strategy to combat these ideas, especially as the classroom’s makeup continues to change.

Chapter 3: Training in a Tutor Organization

Current Training Components

SU Literacy Corps makes sure to provide training and support to student-tutors before being places in classrooms, as well as throughout the semester. Student-tutors must do three trainings each semester. Another important thing to note for this project is that the students' federal work-study (FWS) fund pay for these trainings. This sets limitations for students who allotted with a small FWS award because they can only attend three trainings, as compared to tutors who have a larger award and can afford to attend additional trainings.

The first semester of tutoring, students must attend New Tutor Orientation, where they attend a 9-hour training broken over the span of 2 days. During this training, students learn about policies, procedures, strategies, school culture, and HR university training. During those 9 hours, the tutors spend about 40-70 minutes on discussing SCSD and the students' identities and experiences by studying case studies, as well as a Kahoot quiz. For returning tutors, they attend returning tutor training, where they make goals for the incoming semester and receive briefings on any new policies, and create community among the tutor cohort.

The second training is called an "in-service". These last 90 minutes and cover a range of topics, such as professionalism, tutoring strategies, and cultural competence. There are about 5-6 different in-services offered because of schedule conflicts for tutors, available seats (about 30 per in-service), and to give tutors an option on topics they might be more interested to learn about. Tutors must attend one a semester, but can attend with pay up to three if they have enough FWS. In which case, tutors have the possibility to engage in more than one topic of their choice.

The last training is final tutor debriefing. In this training, all tutors reflect on their semester, fill out end of the semester evaluations, and listen to a keynote speaker about topics

related to their students' experiences and/or topics that will help tutors better understand their role and impact in the classrooms.

SU Literacy Corps does have cultural competence components throughout their training model, implicitly, rather than explicitly. Some of these formats come through the reflection prompts at the trainings that tutors have to fill out, as well as through bi-semester online check-in assignments tutors must complete. From 2008-2018, at least one cultural competence and/or diversity workshop has been included in the list of available in-services per semester. However, all in-services only seat about 30 students, so if a tutor has never had conversations surrounding cultural competence before SU Literacy Corps and does not attend one of these workshops, then the tutor does not receive enough support to develop further their cultural competence.

What Tutors Have to Say

After the in-service workshops, program administrators evaluate tutors with the same survey to understand what tutors took out of the in-service, which will help modify them and/or plan next semester with this data in mind. These statements gage content, delivery, and effectiveness. They ask five questions on which tutors agree/disagree on a 1-5 Likert scale, thus generating quantitative data. "1" means that they strongly disagree with the statement and "5" means that they strongly agree with the statement. The first statement asks tutors to indicate their level of agreement to "At the in-service training, I learned more teaching/learning strategies." The second statement asks tutors to indicate their level of agreement to "At the in-service training, I learned more about the complexities of urban education". The third statement asks tutors to indicate their level of agreement to "The in-service training was engaging, informative, and presented in an easy-to-understand format". The fourth statement asked tutors to indicate their level of agreement to "As a result of the in-serve training, I am better able to adapt to and

work within a diverse teaching/learning environment". The fifth statement asked tutors to indicate their level of agreement to "As a result of the in-service training, I have become more aware of different learning styles".

When analyzing the data, tutors answered in the 3-4.7 range on the 1-5 scale. For Fall '17, tutors average scoring for statement #1 was 4.21, 3.63 for statement #2, 4.78 for statement #3, 4.33 for statement #4, and 4.11 for statement #5. In Spring 2018, tutors average scoring for statement #1 was 4.34, 4.04 for statement #2, 4.75 for statement #3, 4.48 for statement #4, and 4.39 for statement #5.

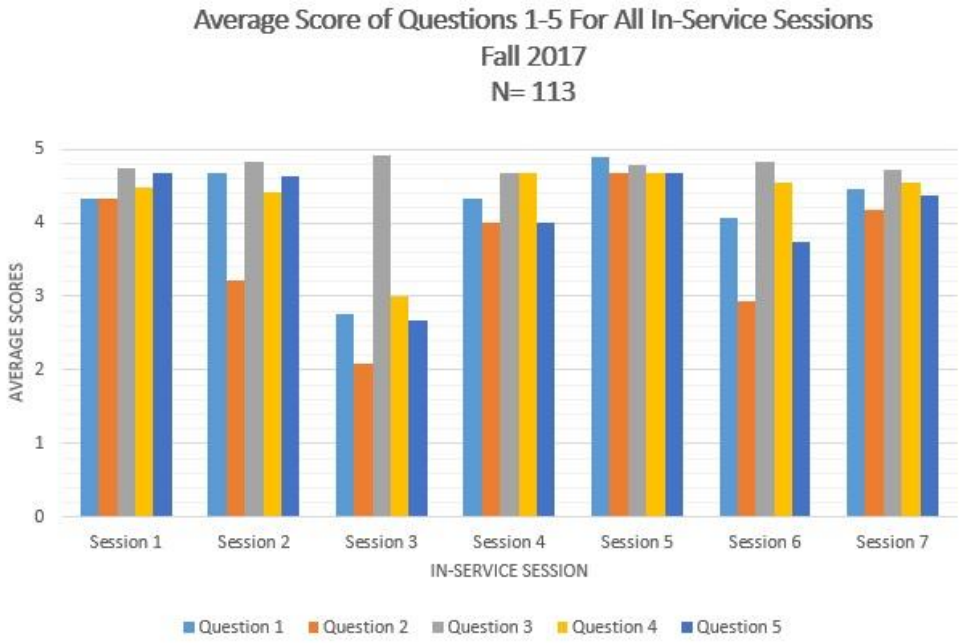
Tutors scored statement #3 the highest, and # 2 the lowest. Statement #3 asked for the formatting of the trainings. While this is great feedback, it shows that the tutors enjoyed the session, yet this statement does not ask about the content of the training. In which case, one of the questions that does ask about content averaged the lowest scores both semesters. The second statement asks if the tutor did or did not learn about the complexities of urban education. Considering that this is one of the goals of the in-services, it is interesting that tutors feel that across 14 different in-service workshops (fall 2017 & spring 2018), this statement scored the lowest averages.

The graphs below shows that tutors do not strongly agree, rather they are neutral/agree, that the in-service trainings have taught them about the complexities of urban education (statement #2). Most tutors agree that the in-services are informative, presented in an easy-to-comprehend format and that these in-services have helped them gain additional tutoring strategies. However, it is concerning that the lowest scored statement is about complexities of urban education. Similarly, the data below only shows a snapshot of this concern over the last academic year. Data from prior academic years show that this trend has been constant for a

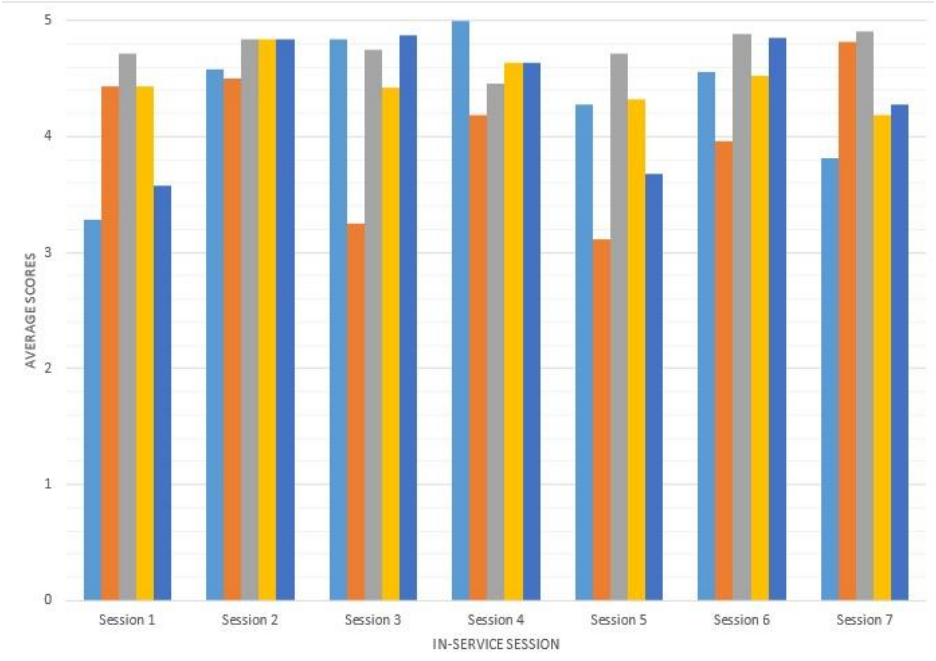
sometime. In the following section of this paper, **"Past Training Components"**, I present an overview of past SU Literacy Corps practices. According to the archive, there has been one in-service per semester that touched on the complexities of urban education and/or cultural competence and diversity. Thus, this trend might be a result in the limited offerings of these workshops that only 20-30 tutors can attend per semester.

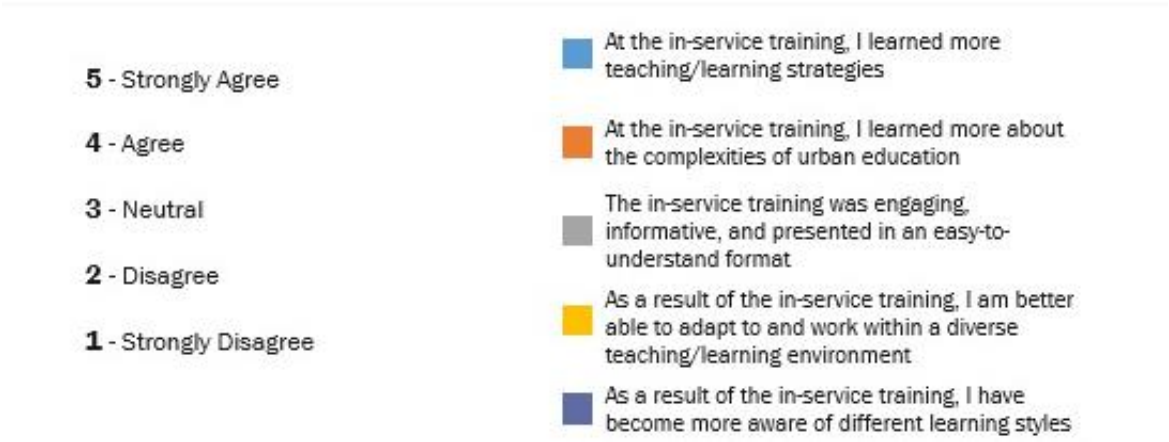
This is concerning as urban education is a very prevalent topic for students' experiences in SCSD. As mentioned earlier, SCSD has a diverse population of students, as well as complexities that come with being an urban district. While many might argue that SCSD is not an urban school district, the populations, resource allocations, and other similarities shared with other urban districts across the nation show that it is. While many of these in-services focus on beneficial topics for the tutors, such as active listening and understanding the science of literacy, the tutors do not feel that they are learning about urban education. Again, this constitutes to the problem that there is not enough training about topics, i.e.: cultural competence, that are needed before stepping foot into the classroom.

Thus, after a conversation with Kathryn Bradford, one of the SULC supervisors, she mentioned that this was a focus for future in-services. Because of the nature of cultural competence intersecting with urban education, a cultural competence development training will not only touch on this concern, but it will also allow for conversations surrounding urban education and tutors' part in it.



Average Score of Questions 1-5 for all In-service Sessions
Fall 2017
N=101





Source: SU Literacy Corps In-Service Data (Fall'17 & Spring '18)

Past Training Components

Past in-service workshops and trainings from 2008-2018 included a range of topics. There have been in-services where students were taken to the Onondaga Nation School, while others had SCSD personnel and/or SU professors provide insight about the district or topics related to the students the tutors worked with.

As mentioned before SU Literacy Corps does incorporate cultural competence workshops facilitated by staff from Intergroup Dialogue (IGD), Office of Multicultural Affairs (OMA), and Office of Engagement Programs (OEP). The workshops, in the past, touch on diversity, power, and privilege through facilitated discussion.

When SU Literacy Corps offered summer tutoring opportunities, the format of summer tutoring and training differed from the regular academic year. Over the course of 6 weeks, tutors took IGD sessions that had both readings, journals, and discussions that touched on various topics, such as race, power, privilege, gender, etc., that are important to cultural competence development. Each week built off the next to make the material digestible, especially if this was the first time someone encountered this. This model has not been able to be incorporated into the academic year because of the limitations of FWS and tutors' schedules, as well as IGD's schedule.

Chapter 4: Cultural Competence Development Training Design

In order to create a space for cultural competence development, mandatory "workshops" or "in-services" that deal with topics of race, privilege, and power in relation between students and the Syracuse community are important to have once a semester. For Fall 2018, all tutors, returning and new, must undergo this training. The following semester, only offer one facilitated discussion for new tutors, as returning tutors would already have had this initial workshop. Because of the nature of these topics, Syracuse University partners who have been trained to facilitate this set of discussions ran the workshops. After speaking with IGD's current director, Robin Higgins, she advised that the because you cannot condense 6 weeks of dialogue on power, privilege, race, gender, etc., as those conversations build over time, the most effective format is to have the initial workshop. Detailed below are the topics covered in that workshop. Her explanation was that we must first begin the dialogue with the tip of the iceberg, and over time as an organization and working around the limitations, delving into the next stages after initial dialogue.

Need:

- Intern(s)
- Shaw Center Staff- primarily
- Intergroup Dialogue (IGD)
- Office of Multicultural Affairs (OMA)
- Office of Engagement Programs (OEP)

To create for a pilot program:

- Interns analyze semesterly data from the end-of-semester evaluations, as well as the teacher evaluations, if relevant.
- Survey tutors, or have a space to engage tutors in conversation, about cultural competence development during their tutoring experiences.
- Contact IGD, OMA, and OEP for availability and willingness to partner with SU Literacy Corps and lead this facilitated dialogue.
- With IGD, OMA, and OEP, discuss the material covered in this workshop.

- With Shaw Center staff- set up times for a focus group to sign up for this pilot workshop.

During the summer:

- Interns contact Intergroup Dialogue (IGD) to set up times and curriculum.
- Interns gather data and news about the SCSD and the Syracuse Community, through news outlets and talking to SCSD personnel.
- Staff (and interns) look over FWS and make a plan about how students with limited and low funding might be able to navigate the dilemma of attending this workshop, as well as an additional in-service or if this would be their required semesterly in-service.

During academic year:

- Interns set up three separate times during the beginning of the Fall 2018 semester for tutors to be led/facilitated by IGD, OMA, and OEP (separately) in conversations surrounding Syracuse and the other cultural competence development curriculum. For the Spring 2019 semester, potentially, only set up one facilitated conversation for new tutors.
- Consult with the three facilitators to see if it is possible to create a follow-up workshop to delve deeper with returning tutors during Spring 2019.
- Interns create survey for pre and post semester regarding the in-service and cultural competence development with about 10 questions regarding the tutor and his/her/their experience at their site, their own cultural competence development, and what they took from this workshop.
- Shaw Center Staff and IGD staff reviews and finalizes survey.
- Interns analyze survey responses and consult with staff and facilitators in order to assess how to structure the next workshop.

Components of Training:

- Dialogue- Facilitated conversation surrounding topics of self, power, and privilege. This dialogue would not go as in depth, but would make tutors engage with questions about their status in society and whether they acknowledge their place or not. By speaking with

others from different experiences, the goal is for them to learn more about themselves and their identities, as well as learn from the experiences and life stories of others.

- Setting the space- Creating a space where this dialogue can happen, especially because the conversations can become very personal. Facilitators talk about the rules of the space, such as respect, agreeing to disagree, active listening, and confidentiality.
- Identity/Self-awareness- This is the main component of the workshop. By being self-reflective, the goal is to gain better social awareness by understanding one's identity and intersectionalities, in order to understand differences across cultures and other identities.
- SCSD- Tying in the school district, community, and students SULC tutors tutor is another important component, as it ties back the workshop to the reason the workshop was created-to become more competent in order to better support the students.
- Structural Systems- Although this will be less focused on, by speaking about power and privilege, facilitators hope to touch on the outside forces that continue to keep power and privilege the way it is now.
- Reflection- Reflection is important for self-learning. Through surveys and space within the workshop to reflect, the hope is tutors learn something new about themselves in this context.

Chapter 5: Action Evaluation

Reflection

As mentioned in all models of cultural competence development, the main components of these trainings, both for evaluation as well as learning, is reflection. Tutors will receive a pre- and post-survey with intentional questions about: 1) themselves, 2) their workshop experience, and 3) how what they have learned relates to tutoring and their site. These reflection/survey answers will be useful in understanding what tutors took out of it and how beneficial it is in accomplishing the goal.

Tutor Evaluation

Each semester tutors evaluate their experience as well as the organization itself, and its support to the tutors. Including questions related to this training and cultural competence development will offer another point of reflection for tutors, as well as data for SU Literacy Corps to evaluate its effectiveness, as well as how to modify for the upcoming semester.

Teacher Evaluation

Because tutors have two supervisors, SULC supervisors and their site supervisors/teachers, their teachers evaluate them every semester. Updating these evaluations to ask about any problems in the classroom and/or cultural competency will help paint a larger picture of the tutor and his/her/their interactions at their sites through a third party observer.

Systematic Approaches

In order to maintain the implementation of this action plan, as well as developing more ways to further the support offered to tutors in cultural competence development, sustainability is key. Due to the high number of interns and Corps Council members, another leadership position

within the SULC community, one or two of them could undertake this project and continue and/or modify it to what the supervisors and tutors need following my leave from school.

Chapter 6: Reflection

Reflecting on this process, future researchers on this topic should focus on how other America Reads tutoring programs train their students. They should call these universities and ask how they train their tutors. This would make for a more solid Action Plan. However, I truly did enjoy this process. I have partaken in many cultural competence and diversity inclusion workshops, so this was interesting to be on the other side of the conversation. Also, in looking at the literary resources, I enjoyed reading the theories and evidence behind this. As someone who developed cultural competence through tutoring experiences with diverse populations, I note how the literature helped me understand the cultural competence development approach better and to see how pedagogy has evolved over the last couple of decades.

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Appendices

Appendix A

Morris, M. W. (2015). Pushout The Criminalization of Black Girls in Schools. New York and London: New Press.

Pushout focuses on the criminalization of black girls by looking at how policies, school practices, and disciplinary actions are oppressive because of lack of cultural competence. Monique M. Morris is the co-founder of the National Black Women's Justice Institute and a 2012 Soros Fellow who works in education, civil rights, and social justice. The book starts each chapter with a story detailing the experience of Black girls to introduce statistical data and studies related to this societal issue. The theory is that if society was more culturally competent, Black girls, and other marginalized communities, would be better understood and criminalization would decrease. The work furthers our understanding about Black girls' experiences in education within our civil society.
This entry helps me understand students' perspectives and experiences, as well as historical context, theories and research that both provide why things are the way they are and how they might be able to be improved.

Gorski, P. (2013). Reaching and teaching students in poverty: strategies for erasing the opportunity gap. New York: Teachers College Press.

Gorski's book tries to deconstruct the misconstruction towards students (and people) in poverty by challenging stereotypes and popular education practices and policies so the people working with these populations change their perception in order to have better success working with these students. Paul C. Gorski is an associate professor at George Mason University and founder of Ed Change with various books featured in multicultural education series. Through the book, each chapter focuses on literature and data that challenges stereotypes on poor people, as well as literature on how to change that common perception. Gorski's theory is that if educators, and others, change the perception and blame on poor students and their families to one of resilience, these interactions will help student achievement in this population. This work helps us further understand stereotypes and how to combat this in order to engage in cultural competence.
This book is important to my research as it provides many sources that not only deal with underserved communities, but also shines light on those individuals who are oppressed by socioeconomic class and other identities (race, ability, gender, etc.).

Emdin, C. (2017). For White Folks Who Teach in the Hood ... and the Rest of Yall Too Reality Pedagogy and Urban Education. Beacon Press.

This book touches on urban education: how teachers should teach and the way in which students learn by incorporating more culturally relevant strategies and curricula. Christopher Edmin is a professor at Teachers College, Columbia University. The book is a fusion of personal anecdotes, theories, research, and practices. Edmin developed the theory of reality pedagogy which looks at creating more family/community structures in the classroom and using culturally relevant strategies. This work is very relevant and gives classroom examples of how cultural competency

in educators allows students to think in different ways, which can lead to more successful classrooms.
This book will help me better understand current practices of urban education teachers and a pedagogy that is currently working in these classrooms. It'll be interesting to compare this pedagogy to past pedagogies revolving around this same topic.

Steele, C. (2011). Whistling Vivaldi and other clues to how stereotypes affect us and what we can do. New York: Norton.

This book touches on stereotypes, even in today's society, and the impact it has, so in order to move forward, we need to recheck them in relation to our own identity. Steele is an African-American psychologist who worked at UC Berkeley. Throughout the book the author uses different stereotype examples and provides research from recent studies as to why we stereotype, where these came from, and why they are still here, even with society's progressiveness. Steele believes in the stereotype threat, the reason we still have stereotypes, and lists how it affects our world, especially in education. This work helps us understand a fundamental reason as to why becoming cultural competency can be challenging, especially in our society.
This book will help me better understand one of the central themes talk about in other books by providing this psychological lens in our current society, as well as its development and changes throughout our society's history.

Delpit, L. D., & Ladson-Billings, G. (1996). The Dreamkeepers: Successful Teachers of African American Children. Contemporary Sociology, 25(2), 240. doi:10.2307/2077209

This book looks at effective teaching for African-American students through models and theory. G. Ladson-Billings is a professor at the University of Washington and specializes in multicultural education and social studies. The book is "scholarship and story", because the author writes this with the typical research model, but incorporates the voices of an African-American scholar, African-American teacher, and and African-American parent. This book looks at the theory that despite the hardships African-Americans face in schooling, the dream ("American" dream) can still be kept alive. This book furthers our understanding of the African-American experience through different lenses and is supported with academia.
This book is important because it provides a lens of what it means to be culturally competent and it's effects within a community similar to your background. This is an important lens to look at because while educators might come from a different background, some come from the same background of their students, so looking at cultural competence in the latter will be interesting.

García, S. B., & Guerra, P. L. (2004). Deconstructing Deficit Thinking. Education and Urban Society, 36(2), 150-168. doi:10.1177/0013124503261322

This book touches on how teachers and districts place blame on students, their families, and the schools, rather than looking at the school practices and outcomes and looks at how to reconstruct this. The paper looks at their "organizing for diversity" project and follow up activities, by analyzing their results and conclusions. Both authors argue that deconstructing of deficit thinking could be done through staff development. This helps provide our understanding of deficit

thinking, which hinders educators, and others, from expecting more from their students because of their perceptions.
This entry is important because it looks at how to combat deficit thinking through practices. This is important because it provides some foundation for a training curriculum.

Mcallister, G., & Irvine, J. J. (2000). Cross Cultural Competency and Multicultural Teacher Education. Review of Educational Research, 70(1), 3. doi:10.2307/1170592

This article states that current cross-cultural pedagogy models don't make culturally competent teachers because there needs to be an infusion of process-oriented models to current models. The authors are professors looking at multicultural education. The article critiques three current models that are used to teach teachers about cross-cultural competency. The author believes that teachers need to recognize and understand their worldviews in order to be able to work with diverse students. This work is important because it helps further our understanding of how teachers are learning to be culturally competent.
This article is important to my research because it provides more insight into models that have been used to develop culturally competent educators.

Ladson-Billings, G. (1995). Toward a Theory of Culturally Relevant Pedagogy. American Educational Research Journal, 32(3), 465. doi:10.2307/1163320

Ladson-Billings has a new theory perspective to address how teachers are education in order to help African-American students succeed. G. Ladson-Billings is a professor at the University of Washington and specializes in multicultural education and social studies. She looks at 8 "case-studies" of teachers who have had successful classrooms with a predominantly African-American student population, while incorporating academia about being culturally relevant. Lasdon-Billings developed the pedagogical theory- culturally relevant pedagogy. This work helps us better understand teacher interactions with marginalized student populations.
This entry is useful because this is one of the foundational pieces when studying both what cultural competency is and how teachers can become culturally competent.
This article is important as it helps define cultural competence, as well as provide one of the common pedagogies used in educating educators.

Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: A.k.a. the remix. Harvard Educational Review, 84(1), 74-84,135. Retrieved from https://search.proquest.com/docview/1511014412?accountid=14214

This article is the revamped version of Ladson-Billing's 1995 paper and here she looks at linking learning with a deeper understanding of culture. The author is a professor at the University of Washington and specializes in multicultural education and social studies. In this paper she looks at her work in "First Wave" and analyzes her past paper with current research and studies on the same topic. She modified her first theory to the culturally sustaining pedagogy- which looks deeper at scholarship and a fluid understanding of culture. This work is important as it addresses how cultural competence requires educators to continue learning, thus training needs to continue. This work is important because it provides a landscape in her theories over a long period of time. By examining both articles, I can see how her pedagogy has changed in accordance to the times.

Gay, G. (2002). Preparing for Culturally Responsive Training. Journal of Teacher Education, 53(2). Retrieved October 30, 2017, from http://journals.sagepub.com/doi/pdf/10.1177/0022487102053002003

This piece looks at five essential elements of culturally responsive teaching. The author is a professor at the University of Washington. She looks at the literature on these 5 different components and compares it to her work with different marginalized students. She believes that if you have culturally competent teachers then they will work better with ethnically diverse students. This piece further understand civil society by looking at culturally responsive teaching vs. culturally competent teaching.
This work is important as it helps give elements to how to teach educators about being culturally responsive and competent.

SU Literacy Corps's Tutors' in-service evaluation forms for Fall 2017 and Spring 2018

These evaluations are filled out at after every in-service by tutors. Tutors are asked a series of questions about what they have learned through this training and this data is then compiled at the end of each semester to review any trends. This will help, as it puts a benchmark on our effectiveness of our initial training on cultural competence.

Intergroup Dialogue Report for Summer 2013

In the summer of 2013, Literacy Corps had intergroup dialogue program help facilitate conversations surrounding race, gender, socioeconomic status, poverty, and other themes affecting some of their students' lives. This is not possible to recreate over the academic year, as there are time commitment and compensation efforts to consider. However, there are ideas that can be considered as methods to support tutors