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Cultural Responsibility: Whose Job Is it Anyway?

Shannon Coleman

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Shannon Coleman

Gardner-Webb University, shannongcoleman@gmail.com

Siobhan Cooke

Gardner-Webb University, johnson.siobhan@gmail.com

Yu'Vonne James

Gardner-Webb University, ypjamesgtn@gmail.com

Elizabeth Younger

Gardner-Webb University, eeyounger01@gmail.com

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About This Professional Learning Module

Team Members: Shannon Coleman, Siobhan Cooke, Yu’Vonne James, and Elizabeth Younger

PLM Title: Cultural Responsibility: Whose Job is it Anyway?

Estimated Time: 2 hours

PLM Link: <https://sites.google.com/view/cultural-responsibility/home>

Description: This professional learning module (PLM) on cultural responsibility in the school setting is rooted in the recognition of the importance of creating an inclusive and equitable learning environment for all students and staff. This PLM module was designed to help teachers, and those working within the school setting, understand, appreciate, and effectively address cultural diversity and its impact on students’ learning experiences.

Subjects: culturally responsive instructional practices, cultural responsibility, mindfulness, surface culture, shallow culture, and deep culture

Terms of Use: The learning cycle featured in this project is based on the STAR Legacy Cycle developed by the IRIS Center (2013; <http://iris.peabody.vanderbilt.edu>) and based on the work of Dr. John Bransford and colleagues (National Research Council, 2000).

About the Authors:



Shannon Coleman



Siobhan Cooke



Yu'Vonne James



Elizabeth Younger

Shannon Coleman:

Shannon is an experienced instructional design professional with 15 years of expertise in creating tailored learning experiences. She is also skilled in adult learning theories, curriculum design, and program evaluation with a proven track record leading five successful programs annually for diverse stakeholders. She possesses strong organizational, communication, and analytical skills, fostering productive and collaborative relationships with colleagues, clients, and stakeholders alike.

Shannon holds a Bachelor of Arts in Mass Communications and a Master of Arts in School Counseling, both from North Carolina Central University. Additionally, Shannon obtained her School Administration Certificate from Gardner-Webb University, where she is also pursuing her Doctor of Education in Curriculum and Instruction.

Email: shannongcoleman@gmail.com

Siobhan Cooke:

Siobhan is an experienced instructional coach dedicated to fostering professional growth and collaboration among staff and administrative teams. With a strong commitment to continuous professional development and effective communication with all stakeholders, Siobhan strives to provide relevant course materials for optimal learning experiences. With her background as an instructional coach and librarian, Siobhan has led professional development opportunities, guided data driven instructional planning, and designed and implemented school change initiatives.

Siobhan holds a Bachelor of Arts in Sociology and a Master of Library Science, both from North Carolina Central University. Siobhan is currently pursuing her Doctor of Education in Curriculum and Instruction from Gardner-Webb University.

Email: johnson.siobhan@gmail.com

Yu'Vonne James:

Yu'Vonne is a goal-oriented educator with over 20 years of experience. In addition to her 14 years teaching Spanish, Yu'Vonne has developed teachers through her work as a Digital Teaching and Learning Coach and an Assistant Principal. Her research interests include personalized learning and best practices in education. She has helped teachers transform their pedagogy to incorporate 21st-century skills using technology integration as the vehicle by presenting at both local and State level conferences such as NCTIES.

Yu'Vonne holds a Bachelor of Arts degree in Spanish from The Pennsylvania State University (2001). She also holds a Master of Arts degree in School Administration (2013). Yu'Vonne is also a current doctoral candidate in Curriculum and Instruction at Gardner-Webb University.

Email: ypjamesgt@gmail.com

Elizabeth Younger:

Elizabeth is a results-driven educational leader with a proven track record of success in instructional leadership and fostering a positive school culture. She is skilled in curriculum development, data-driven decision making, and building collaborative partnerships with stakeholders. She began her teaching career at an international school in Northern Japan. Since then, she has worked as a classroom teacher, reading coach, MTSS Coordinator, Academic Dean, and Assistant Principal. She holds two master's degrees in education and is currently a doctoral candidate at Gardner-Webb University. Go Bulldogs!

Elizabeth is dedicated to creating a safe and inclusive learning environment that nurtures the social, emotional, and academic growth of all students.

Email: eeyounger01@gmail.com

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