Developing a Blended Professional Development Program on Cultural Competence

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1. Analyze

a. Conduct a needs assessment to identify the target audience's cultural competence gaps and training needs (Gupta, 2019).
b. Define measurable learning objectives aligned with the Intercultural Knowledge and Competence Value Rubric (AAC&U, 2009).
c. Analyze the organizational context and constraints, such as budget, timeline, and stakeholder expectations (Cennamo & Kalk, 2019).

2. Design

a. Apply the Culturally Responsive Teaching (CRT) framework to design inclusive and culturally relevant content (Gay, 2018).
b. Incorporate diverse perspectives, examples, and case studies.
c. Address issues of power, privilege, and oppression.
d. Encourage critical reflection and dialogue.
e. Develop a blended learning approach that combines face-to-face workshops, online modules, and job-embedded activities (Graham, 2019).
f. Create a detailed curriculum map and instructional plan (Wiggins & McTighe, 2011).

3. Develop

a. Develop interactive and experiential learning activities (e.g., role-plays, simulations, problem-based scenarios) (Silberman & Biech, 2015).
b. Incorporate authentic assessments and performance tasks to evaluate cultural competence (Wiggins, 1998).
c. Ensure the program content is culturally sensitive, accurate, and up-to-date (Parrish & Linder-VanBerschot, 2010).

4. Implement

a. Deliver the blended professional development program using a combination of in-person and online platforms (Stein & Graham, 2014).

b. Provide ongoing support and coaching for participants to apply their learning in real-world contexts (Knight, 2007).
c. Foster a learning community and encourage peer-to-peer collaboration and feedback (Wenger et al., 2002).

5. Evaluate

a. Conduct formative and summative evaluations to assess the program's effectiveness (Guskey, 2000).
b. Participant reactions and satisfaction
c. Changes in knowledge, attitudes, and skills related to cultural competence
d. Impact on organizational practices and outcomes
e. Use evaluation data to continuously improve the program and demonstrate its value to stakeholders (Kirkpatrick & Kirkpatrick, 2007).

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