ED 260: Cross-Cultural Communications and Understanding – Category I, Competency 5, Grades K-12

Dates & Times: Online: This 60-hour online, asynchronous course, divided into 20 modules.

COURSE DESCRIPTION:

Aligned to: Danielson Domain 2, Marzano Domain 4. Organizing and maintaining multi-cultural classroom environments are the high strategies, while facilitating collaboration, respect and rapport among students. Active participation will further learning about students' while aiding in the development of assignments and activities that are the outgrowth of high expectations for all students, with a focus on ELLs. Classroom management and effective language strategies will further group work, student engagement, and peaceful transitions between and among activities through culturally relevant practices and sensitivity training. Participants will use, share, research, plan and apply multiple methods of effective classroom design as they align to curriculum and ELL instructional needs. Looking at and analyzing exemplars will teach participants how to identify specific best practices in action, and what makes them best as a strategy, to include applied linguistics, accessing materials for applied linguistics, evaluating and analyzing materials and resources, technologies, and embedding effective practices in projects. Looking at the actions behind them will be catalysts to building a foundation with which to differentiate. After a broad introduction to multiple resources and the research behind their success, participants will research and identify the practices most pertinent to the grade and discipline they teach, and then work them into assignments that scaffold into a final project. Gaining knowledge and awareness of multiple cultures, cultural sensitivity, and language bias participaELLnts will develop the working knowledge to operate with awareness and sensitivity through best ELL practices grounded in research.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:
- Analyze lesson components to identify embedded best practices that support the diverse language needs of their ELL students.
- Apply best practices to unit and lesson plans.
- Communicate and summarize what best practice strategies are and how they are taught.
- Use best practices in combination with pertinent lesson components and Common Core Standards as they apply specifically to ELLs.
- Apply management strategy with content goals based on industry best practices for inclusive grade-level settings focused on ELL growth.
- Create, scaffold, and differentiate lessons and lesson supports for ELLs.
- Differentiate and scaffold for ELL struggling readers.

- Apply behavior management strategies and how to organize physical space that contributes to an effective classroom environment to real classroom settings, and report back on the experiences.
- Study and practice with successful attributes of student peer review that leads to organized and peaceful transitions and student collaboration.
- Work directly with students to develop a successful multi-cultural classroom environment.
- Design culturally relevant curriculum, with access to culturally relevant resources and materials.
- Apply working knowledge of cultural competence, with an understanding of cultural identity that affects learning, student academic achievement, and overall K-12 pedagogy.
- Describe what racism, stereotyping, and cultural discrimination looks like in teaching, learning and assessment of learning.
- Communicate, summarize, and articulate the relationships among language, bias, and culture in students from diverse backgrounds and at various levels of English language proficiency.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

- Ariza, E. N. (2010). *What every classroom teacher needs to know about the linguistically, culturally, and ethnically diverse student* (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Peregoy, S. F., & Boyle, O. F. (2001). *Reading, writing, and learning in ESOL: A resource book for K–12 teachers*. New York: Longman.
- Behazadi, A. and Sayadian, S. (2015) The Relevance of SLA Research to Language Teaching from Teachers" Perspective. International Journal of Educational Investigations Vol.2, No.1: 19-24, 2015, (January) Available online @ http://www.ijeionline.com
- Carolan, J. (2007). Differentiation: Lessons from master teachers. *Educational Leadership, 64*(5), 44-47.
- Martiniello, M. (2008). Language and the performance of English language learners in math word problems. *Harvard Educational Review*, *78*, 333-368.
- Paradis, J. (2005). Grammatical morphology in children learning English as a second language: Implications of similarities with specific language impairment. *Language, Speech, and Hearing Services in Schools, 36*, 172-187.
- Wright, W. (2015). *Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice*, 2nd ed. Philadelphia, PA: Caslon Publishing.

- Rivera, C., & Collum, E. (Eds.). (2008). *State assessment policy and practice for English language learners: A national perspective.* Mahwah, NJ: Erlbaum.
- Young, J. W., Cho, Y., Ling, G., Cline, F., Steinberg, J., & Stone, E. (2008). Validity and fairness of state standards-based assessments for English language learners. *Educational Assessment, 13*, 170-192.

- Marzano, R. J. (2015). Creating and Using Learning Targets & Performance Scales: HowTeachers Make Better Instructional Decisions. Marzano Laboratories.
- Marzano, R. J. (2012). Becoming a Reflective Teacher. Marzano Laboratories.
- Marzano, R. J. (2015). Processing New Information: Classroom Techniques to Help Students Engage with Content. Marzano Laboratories.

In order to receive a Passing grade, the participant must complete the following course requirements:
- All discussion forums and/or scenario responses must include 1 original post to the question prompt and one to another student in the cohort.
- All video viewed. When there are several video divided by grade-band, select the appropriate and view.
- All books read in full, scrolling from beginning to end.
- All practice lessons and/or activities complete.
- All assignments complete (lessons or unit plans)
- Certificates will not be printable until all of the above conditions have been met.

Grade Scale:
   Grading will be Pass/Fail: A minimum score of 80% will be required to pass.

CLASS SCHEDULE:

Module 1: Multi-Cultural Classrooms
1. Reading: Cultural Diversity in Our Classrooms
2. Reading: The Impact of Cultural Backgrounds on Education
3. Reading: School ESOL Culture Rubric

4. Video: Exploring Culture Through Art
5. Video: Teaching Culture Through Music
6. Video: Exploring Emigration: Cultural Identity
7. Assignment: Self-Assessment of School Culture: Section 3

Module 2: Getting to Know Our Students
1. Reading: Interests and Learning Styles
2. Scenario Response No. 1
3. Reading: 10 Ways Well-Meaning White Teachers Bring Racism to Schools

Module 3: Capitalizing on Cultural Identity
1. Capitalizing on Cultural Backgrounds
2. Scenario 2

Module 4: Identifying Cultural Bias and Discrimination
1. Reading: Cultural Awareness and Bias in Assessments
2. Reading: Checklist for an Anti-Bias Learning Environment
3. Scenario No. 2

Module 5: Best Practices That Support Diversity
1. Reading: Culturally Compatible Environments That Foster Learning
2. Scenario No. 4
3. Reading: ELL Program Handbook

Module 6: Classroom Routines for Language Learning
1. Reading: Classroom Linguistic Routines
2. Scenario No. 5

Module 7: Differentiation for Diverse Classroom
1. Reading: Theories of Language Acquisition and Differentiation for ELLs
2. Scenario No. 6
3. Blog and Share a Resource for Second Language Learners

Module 8: Scaffolding for Diversity
1. Reading: Scaffolding Reading and Writing for ELLs
2. Language Learning Wiki Resource
3. Scenario No. 7
4. Video: Scaffolding Literacy
5. Video: Essay Structure for ELLs
6. Video: Deeper Learning for ELLs
7. Video: Teaching Language and Writing Through Art

Module 9: Scaffolding for Struggling ELLs
1. Reading: Struggling Learners
2. Video: Developing Dual Language Literacy
3. Video: Building Literacy Skills Through Storytelling

Module 10: Behavior Management for Culturally Diverse Classrooms
1. Reading: Behavioral Supports Through Grouping and Collaboration
2. Scenario Response No. 7
3. Reading: Functional Behavior Checklist
4. Reading: FBA Summary
5. Video: How to Group Collaboratively
6. Video: Purposeful Grouping

Module 11: Self-Assessment and Reflection
1. Self-Assessment and Reflection

Module 12: 21st Century Engagement Strategies
1. Reading: Engaging 21st Century Learners
2. Reading: Brain-Compatible Learning Strategies for ELLs
3. Scenario Response No. 8
4. Reading: 21st Century Resources

Module 13: SIOP: Sheltered Instructional Protocol
1. Reading: SIOP Guide
2. Video: Sheltered Instruction

Module 14: Designing Culturally Relevant Curriculum
1. Reading: Adopting and Adapting
2. Reading: Text and Non-Text Selection Criteria
3. Scenario Response No. 9

Module 15: Progression, Relevance, and Resources
1. Reading: Progression and Relevance
2. Reading: Model Content Frameworks for Mathematics Curriculum and ELA (grade specific)

Module 16: Adopting and Adapting: Modifying Materials for Cultural Relevance
1. Reading: Selecting and Modifying Materials
2. Scenario: Modifications for the Second Language Learner
3. Assignment 1

Module 17: Creating High Achievement in Diverse Classrooms
1. Reading: Higher-Order Pedagogies
2. Scenario: Culturally Responsive Teaching

Module 18: The Home-School Connection
1. Reading: Home, the Family, and Language
2. Scenario No. 12

Module 19: Differentiating for Cultural Relevance
1. Reading: Differentiating Instruction for a Successful Classroom Environment
2. Reading: Total Physical Response
3. Resources: Critical Literacy Strategies
4. Assignment 2
5. Video: Learning Through Content
6. Video: Frontloading Vocabulary
7. Video: Differentiating With Learning Menus

8. Video: Visual Cues

Module 20: Final Quiz, Reflection, Culminating Project
1. Final Quiz: 10 questions m/c, t/f
2. Assignment 3: Final Project – complete planning.