




Culturally Responsive Teaching and Community Building In a Digital World

OETC 2018





“The gulf that exists between us as people is that when we look at each other we might see faces, skin color, gender, race, or attitudes, but we don’t see, we can’t see, the stories. And once we hear each other’s stories we realize that the things we see as dividing us are, all too often, illusions, falsehoods: that the walls between us are in truth no thicker than scenery.”

~Neil Gaiman, “All These Wonders”, 2017



Who Are the Nation's English-Learners?

- U.S. public schools educate ~ 5 million ELLs
- Fastest growing K12 segment
- 10% of public school enrollment
- Majority are U.S.-born
- Underrepresented in special ed + gifted programs
- Spanish is home language of more than two-thirds of ELLs
- Nationally, Arabic, Chinese and Vietnamese are next
- All U.S. states and territories have ELLs
- They're learning the language+content and require support
- Academic, versus Social English, can take 4 to 7 years

-Education Week, 11/13/2017



What is Intercultural Competence?

Interculturality/Interculturalism

- The demonstration of interaction between the use of language skills and cultural knowledge
- Learners understand the relationship between a culture's perspectives and its products (culture) and practices (mores/values).
- A culture's perspectives reflect the values, beliefs and attitudes of its people.
- Through contact with products (i.e., monuments, laws, music, etc.) developed by a culture and practices (eating habits, shopping behaviors, use of space, etc.) demonstrated by its people, we come to understand the perspectives (i.e., values, attitudes, beliefs, etc.) of a people.
- True intercultural competence starts with communication and language

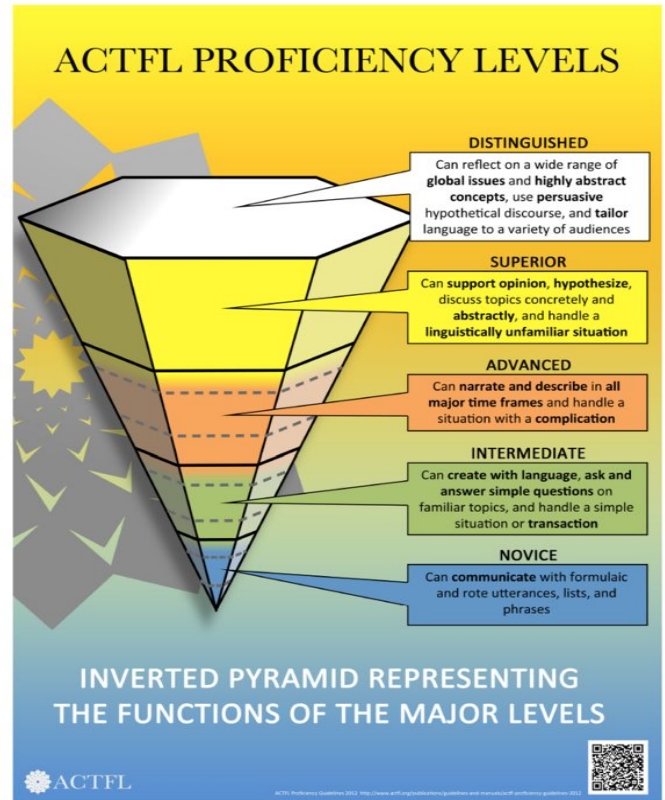
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Can-Dos and Proficiencies Definitions

Cultural proficiency starts with linguistic proficiency

4-7 years for Academic English for ELLs or a foreign language for speakers of English

All students come from varied academic backgrounds





Process of Intercultural Learning

Starts with language acquisition and mastery

Feedback loop:

- Notice
- Compare
- Reflect
- Interact

ODE/ACTFL 2017 Can-Dos and IC Communication

- Interpretive
- Interpersonal
- Presentational





ODE/ACTFL 2017 Can-Dos ICC Investigation Benchmarks

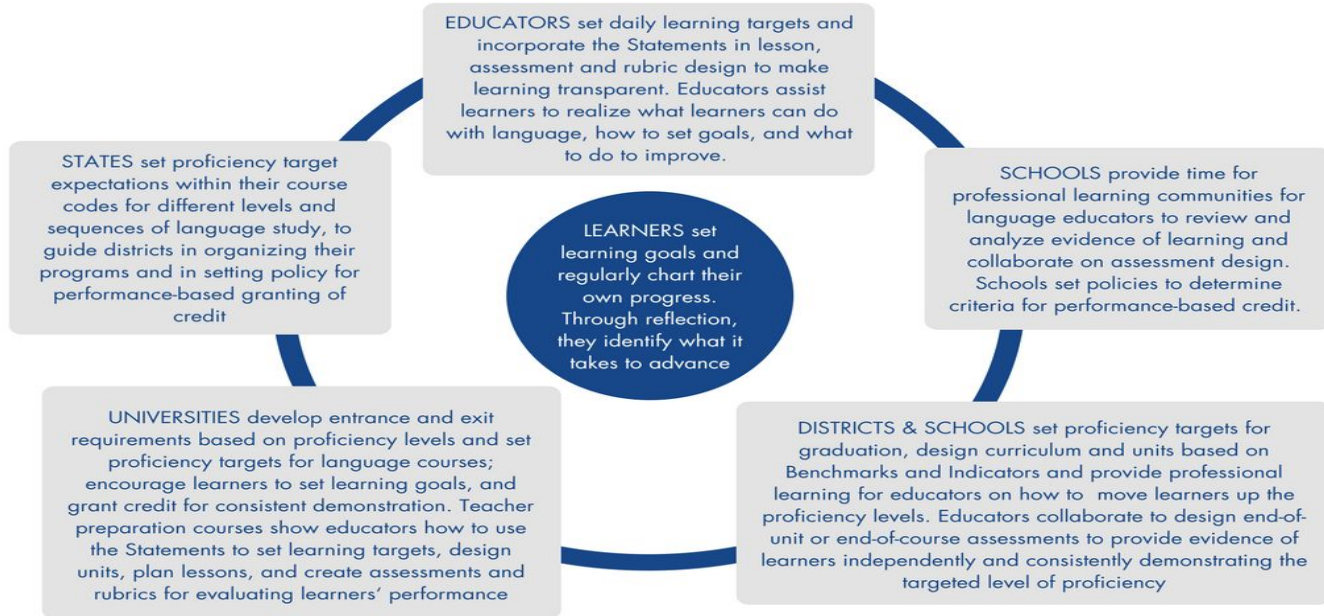
- Novice
- Intermediate
- Advanced
- Superior
- Distinguished



ODE and ACTFL 2017 Can-Dos ICC Interaction Benchmarks

- Novice
- Intermediate
- Advanced
- Superior
- Distinguished

ODE and ACTFL 2017 Can-Dos





Acknowledging, Appreciating, Adapting

Acknowledge: Identifying, integrating and maximizing knowledge of the home culture, native language and values into American culture, language and values

Appreciate: Recognizing culture, language and contributions; coaching; sharing your own culture and experiences; awareness-raising to foster inclusiveness, culturally contextualized learning environments

Adapt: Leveraging knowledge and gaps; seeking authentic academic and community-building opportunities; bridging needs and team building; gathering appropriate resources, cultural immersions



Culturally Contextualized Learning

Constructivism based, Contextualized Learning encourages students to utilize their own experiences in formal learning:

- An emphasis on problem solving
- Multiple learning/teaching contexts
- Self-regulated learning
- Diversity of experiences
- Peer-to-Peer teaching and learning
- Authentic Assessment





Instructional Strategies for ELLs

UDL Model

- Learn students' cultural backgrounds and consider their experiences as teaching/learning resources
- Learn students' native language skills in all four modes (s/l, r/w)
- Learn students' English language skills in all four modes based on most recent proficiency test
- Plan improvement strategies for students' in alignment with OELP Standards
- Consult with students' ESL teachers/tutors to share ideas to support students in content and language



Instructional Strategies for ELLs

UDL Model

- Multiple Means of Representation- To provide students various ways of acquiring information and knowledge.
- Multiple Means of Action and Expression- To provide options for students to demonstrate what they have learned.
- Multiple Means of Engagement- To tap individual learners' interests, challenge them appropriately and motivate them to learn.

Instructional Strategies for ELLs

- Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Applications
- Lesson Delivery
- Review and Assessment



ICC with Families

- Language/Communication Barriers
- Homesickness
- Isolation/Cultural Dissonance (“Culture Shock”)
- Discrimination/Racial Issues
- Workplace/Community Stressors
- Traditional Cultural Expectations





Global Dexterity and 21st Century Skills

What does it mean to be a “citizen of the world” and a global worker?

Language+Content+Cultural Competency

ODE’s World Languages Expectations for Learning:

<http://bit.ly/2u1CQw6>

ODE’s Seal of Biliteracy Program: <http://bit.ly/2jmT17L>



Global Dexterity and 21st Century Skills

Transformational vs. Transactional in Culturally Responsive Teaching and Community Building

- Reciprocal relationships
- Conversations and curiosity
- Collaborative goal setting
- Expectations and expansion
- Framing the future



Culturally Responsive Teaching and Community Building

School and Community Partnerships

- Increase the power to leverage resources
- Develop solutions to demographic issues
- Impact performance in the classroom

“The goals of education cannot be met unless they have the support of diverse constituencies.”



Sherris Anne Schwind

Instructional Designer

Educational Resource Center

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