

State Identifier: 1-001-026

Component Title: ESOL Cross Cultural Communication

Inservice Points: 60

Certification Area(s): All

General Objectives:

The purpose is to enable teachers who are pursuing ESOL Endorsement to acquire and use knowledge of the cultural characteristics of students to enhance instruction and to use knowledge of students' cultural and family backgrounds to enhance student success. Upon completion of this component, participants will be able to modify instruction and the classroom environment in a manner which builds an understanding and appreciation of cultural diversity of students and helps students to succeed.

Specific Objectives:

1. Identify major significant cultures represented by the ELL population in Florida.
2. Describe significant (cultural) characteristics of the major culture groups.
3. Identify specific characteristics of US "American" cultures.
4. Identify culture specifics nonverbal communications such as gestures, facial expressions, and eye contact that may lead to misinterpretation in cross-cultural interaction.
5. Compare/contrast different sociolinguistic language functions, such as formal and informal, age and regional language expressions common in the US among teenagers and occupational/professional groups, farmers, western cowboys, southern cotton and sugarcane growers, etc.
6. Distinguish the cultural characteristics from stereotypes.
7. Compare and contrast major features of US culture with those of other cultures.
8. Identify major differences in educational systems represented by target groups with a view to ascertain appropriate grade placement of students.
9. Identify possible "problem" differences to be observed in academic/content areas because of differences in educational/academic background of literate students and their parents; e.g., division procedures in math and early introduction of cursive writing among Hispanic groups, differences in alphabets, eye-orientation in reading and writing, etc., among other Eastern European and Asian groups.
10. Identify major attitudes of target group parents/community toward school, teachers, discipline, and education in general that may lead to misinterpretation.
11. Identify specific culturally different "school behaviors" of target groups that may lead to disciplinary action, ridicule, or conflicts within US school systems, e.g., Cuban girls' refusal to shower in open showers after PE class; and deep seated religious observances among various groups.
12. Demonstrate the ability to identify cultural variations in the classroom and their influence on student behavior and attitudes.
13. Provide evidence of the culture of the population in which the teacher is to work.
14. Demonstrate the ability to maximize student potential by using recent findings of educational/psychological research affecting student learning, such as differences in cognitive/learning styles and brain hemisphere dominance, which may also be culturally related.
15. Identify teacher behaviors which indicate sensitivity to cultural and linguistic differences.

16. Implement ethno linguistic and cross-cultural knowledge to classroom management techniques.
17. Identify and implement strategies for facilitating articulation with administration, content area teachers, parents and the community.
18. Demonstrate awareness of culturally determined behavior of target groups that is intimately related to diversity in family structure and relations, life cycles, role models, decorum, discipline, religion, health, food, dress, and tradition.
19. Demonstrate ability to identify cultural bias in content area materials and possible impact on the target groups.
20. Demonstrate the ability to identify cultural bias in assessment materials.
21. Demonstrate ability to bridge cultural bias in assessment materials without affecting its integrity, validity and reliability.
22. Demonstrate ability to plan cross-cultural activities that will sensitize students to a diversity of cultures.
23. Demonstrate ability to accept and resolve culturally defensive/aggressive behavior on the part of students.
24. Demonstrate ability to bridge cross-cultural gaps between students/parents and the school setting.
25. Demonstrate ability to enable students to acknowledge the existence of cultural differences and to make the necessary adjustments to function successfully in their new/second culture and within a multicultural setting.
26. Demonstrate knowledge of culturally relevant facts related to the major cultures represented by the target group, such as important historical events and geographic features, literary, artistic, and musical accomplishments of their people.
27. Demonstrate ability to use cross-cultural awareness in designing instructional activities.
28. Demonstrate the ability to use cross-cultural awareness in designing criterion-referenced tests.

Activities may include:

1. Completion of assignments, to include by not limited to a portfolio.
2. Required attendance, participation and implementation of strategies for ESOL Parent Night
3. Articles and videos are required for this course.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the Teacher Training Site (www.clay.k12.fl.us/ttc) within 30 days of the compilation of the follow-up evidence or no later than June 1 of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science and/or math skills for each of the art related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science and/or math to the Professional Development Office to be reviewed by the Professional Development Advisory Council.

Organization Information:

Submitted by the Professional Development Department, May 2007.