CHALLENGE

• **Media:** It’s three months into the new school year, and Mr. Bennett, a fourth-grade teacher, is chatting with Mrs. Casey in the teachers’ lounge. Their conversation soon turns to Maria, a new arrival from Mexico and a recent addition to Mr. Bennett’s class. (movie)

INITIAL THOUGHTS

• What influence does culture have on a student’s school success?
• How does linguistic diversity influence classroom performance?
• What impact do culture and language have on a family’s involvement in school and on their child’s education?

PERSPECTIVES AND RESOURCES

• Module Objectives (box)
  o After completing the entire Perspectives and Resources section and reviewing the accompanying activities, you should be able to:
    • Understand how a teacher’s own culture can influence his or her teaching
    • Describe what it means to provide culturally responsive instruction
    • Recognize how linguistic diversity may influence school outcomes for students
    • Understand the importance of family involvement in school

Page 1: Culture

• Thoughts on the meaning of “culture”
• A variety of experiences or circumstances can influence an individual’s cultural beliefs (bulleted list)
• FYI (box)
• **Media:** Clint McDougal stresses that teachers should be aware of the different cultures in their classrooms (audio)
• **Media:** Clint McDougal talks about the importance of recognizing differences within cultures (audio)

Page 2: Cultural Responsiveness

• To become culturally responsive, teachers should engage in an ongoing process of... (bulleted list)
• Research Shows... (box)
• To become culturally responsive, teachers should also... (bulleted list)
• Diversity in the classroom (box with quotation)
• **Activity:** Becoming culturally responsive is a journey, not a destination (box with link)
  o **Link:** Answer the questions to help develop your cultural responsiveness
• Disabilities may be viewed in a variety of ways (bulleted list)
• Research Shows... (box)
• Cultural Connection (box)
Page 3: Culturally Responsive Instruction

• Teachers who do not adequately take cultural diversity into account may find that students...
  (bulleted list)

  • Media: Alfredo Artiles talks about the importance of recognizing possible differences between the classroom culture and the culture of students (audio)

• Teachers can help their students to make connections by (bulleted list with link)
  o Link: “multicultural education” (definition)

• FYI (box)

• When schools value and welcome cultural and ethnic diversity...
  (bulleted list)

Page 4: Communication

• Culturally responsive teachers understand...
  (bulleted list with links)
  o Link: “dramatic presentation” (definition)
  o Link: “conversational and active participatory discourse” (definition)
  o Link: “gestures and body movement” (definition)
  o Link: “rapidly paced rhythmic speech” (definition)
  o Link: “metaphorical imagery” (definition)

• Media: Alfredo Artiles talk about the importance of recognizing and valuing differing storytelling styles
  (audio)

• Keep in Mind (box)

• Cultural Connection (box)

• Activity: Think about the scenarios outlined below (box with audio clips)
  o Media: Donna Ford: Could cultural values and beliefs about sharing personal opinions determine participation? (audio)
  o Media: You’re engaged in conversation with a student who constantly interrupts you. Explain why this behavior could be culturally acceptable for some students. (audio)
  o Media: While telling a story, a student jumps around from one idea and incident to the next, without consideration of conventional narrative sequence. (audio)

Page 5: Language Acquisition

• Link: “English as a second language” (definition)

• FYI (box)

• The stages of second language acquisition (table)

• “BICS” (definition)

• “CALP” (definition)

• Inaccurate assumptions about a student’s ability potentially result in...
  (bulleted list)

• Media: Clint McDougal talks about Maria and her comfort with using newly acquired English during play (audio)

• Cultural Connection (box)

Page 6: Linguistic Supports

• Support for students (table)

• Cultural Connection (box)

Page 7: Promoting Family Involvement

• Challenges/ Possible Solutions (table with bulleted list)

• Media: Clint McDougal contrasts what some parents consider to be their responsibility to their child’s education and the teacher’s expectations of parents’ responsibility for educating their children (audio)
• **Media:** Luz Hernandez shares her advice about working with families from diverse backgrounds (audio)
• To strengthen programs and policies in the educational environment... (bulleted list)
• **Activity:** Take a moment to answer the questions below (box with bulleted list)
• Cultural Connection (box)

**Page 8: References, Additional Resources and Information**

• References
• Additional Resources and Information

**Page 9: Credits**

• Content Experts
• Module Developers
• Module Production Team
• Module Production Support Team
• Media Production Team
• Media
• Expert Interviews

**Assessment**

• “Please complete the items below” (numbered questions)

**Wrap Up**

• **Media:** Donna Ford summarizes why it is important for teachers to be culturally competent (audio)
• Reflection on Initial Thoughts (box)