Who are the children that come to our school house doors? How do we, in Illinois, best serve their educational and social-emotional needs?

February 5, 2015
4:15 – 6:30 p.m.
Corboy Law Center Room 326

Facilitated by:
Marla Susman Israel, Ed.D.
Associate Professor
Loyola University Chicago
Word Sort

• With your tablemates, please sort the words that are in your envelope.
• You may sort these words into categories, semantic maps, whatever makes sense to the group.
• You may speak in your native language during the sorting. You must, however, be able to explain the sorting to others in English.
• Teaching tip: This can be done as a picture sort for non-English readers. This is a great way to pre-teach vocabulary.
Today’s Goals

• Understand the Iceberg of Language
• Understand the Nature of Learning a New Language
• Based on research, clarify the outcomes that can and cannot be achieved using the various ELL models
• Understand the Iceberg of Culture
Developing new understandings about language and culture

“Educating all children will require the will and commitment to understand and respond to cultural difference. To the extent that teachers know and understand how children’s past experiences have been organized and explained, they are better able to fashion new ones for them.”

(Bowman & Stott, 1994)
Tonight’s readings

   Chapter 1: Seeing the Big Picture (pp. 5 – 13)

   Chapter 1: Success with English Learners: It all comes down to language (pp. 5 – 22)

   Chapter 1: Underlying Assumptions (pp. 7 – 22)
   Chapter 2: Organizing Principles (pp. 23 – 46)
Tonight’s writing prompt

- For tonight’s class, you have read about the diversity of English Language Learners in today’s PK-12 schools. The term “diversity” to include: the age of the child, the native country and native language of the child, the child’s level of language acquisition in the native language and the English language, the child’s family structure, the child’s socio-economic status, the child’s immigration status as well as the uniqueness of learning styles and dispositions that each child brings to the school house door. In light of this diversity, choose one of the “underlying assumptions about the education of linguistically diverse students” from the Miramontes’ reading and unpack the implications that this assumption has from your disciplinary/professional perspective.
Turn and talk

• How did you answer tonight’s prompt?
• How did your partner answer tonight’s prompt?
• What insights did you learn from each other?
• What questions do you still have?
The Iceberg of Language

BICS – Basic Interpersonal Communication Skills: This is conversational language. Language on the surface.

CALPS – Cognitive Academic Language Proficiency Skills (academic language) Language of deep understanding.
What is your favorite snack?

Sweet or salty

Tammy King, IRC, 2010
Salt from the perspective of...

• A Poet
• An Economist
• An Nutritionist
• A Historian

• Now in a group of four:
  Discuss how your language use changed depending on the focus.

Tammy King, IRC, 2010
The English Language Proficiency Standards

• SOCIAL and INSTRUCTIONAL language

• The language of LANGUAGE ARTS

• The language of MATHEMATICS

• The language of SCIENCE

• The language of SOCIAL SCIENCE
Lau v. Nichols
(excerpts)

When children arrive in school with little or no English-speaking ability, "sink or swim" instruction is a violation of their civil rights, according to the U.S. Supreme Court in this 1974 decision. Lau remains the major precedent regarding the educational rights of language minorities, although it is grounded in statute (Title VI of the Civil Rights Act of 1964), rather than in the U.S. Constitution. At issue was whether school administrators may meet their obligation to provide equal educational opportunities merely by treating all students the same, or whether they must offer special help for students unable to understand English. Lower federal courts had absolved the San Francisco school district of any responsibility for minority children's "language deficiency." But a unanimous Supreme Court disagreed. Its ruling opened a new era in federal civil rights enforcement under the so-called "Lau Remedies." The decision was delivered by Justice William O. Douglas on January 21, 1974.
Identification Process

**STEP 1** – Administer Home Language Survey (HLS) to all new school enrollees

**STEP 2** – Identify students of non-English speaking background from HLS

**STEP 3** – Administer prescribed English language proficiency screener to students who identify as non-English language background

**STEP 4** – Review assessment results to determine need for program services (bilingual/ESL)

23 ILL. Adm. Code 228.15
Home Language Survey (HLS)

• Public schools must administer the HLS to ALL new students (PK-Grade 12).

• Purpose - to identify students of non-English language background.

• Must be done at school enrollment time or before their first day of classes if in Pre-K.

• Must be in English and in the home language to the extent possible.

• Must include at least these 2 questions:
  • Does the student speak a language other than English and if so, which language?
  • Does anyone in the home speak a language other than English and if so, which language?

• Must have space for parent/guardian to sign and date it.

  23 ILL. Adm. Code 228.15
**Initial Identification**

Schools review each Home Language Survey (HLS).

If another language is listed, they must assess the English proficiency of that student by using a screener.

The assessment must take place no later than 30 days from enrollment date in the district, or

If Pre-K, no later than 30 days after beginning participation in that program.

If the language proficiency assessment yields test scores that fall below ISBE cut-offs, the school must provide the student bilingual education services.

It must also annually report identified ELL students on the Student Information System (SIS).

23 ILL. Adm. Code 228.15
WIDA
World-Class Instructional Design and Assessment

• Levels of Language Proficiency (measure with ACCESS)
  – Listening, Speaking, Reading, Writing
    • Entering
    • Beginning
    • Developing
    • Expanding
    • Bridging
    • Reaching

• Remember, a student can “display” different levels of language proficiency within BICS and CALPS and within each of the language skill areas.

• We first learn to read. Then we read to learn. These are two very different conceptual skill sets.

• Let us experience what this “feels like” for the ELL student.
Bootstrapping
(Cloud, Genesse, Hamayan, 2009)

• ELL’s use their home language to help them learn English much the way a child uses the straps to pull on their boots – it is much easier than if a child just tries to tug away at the boots themselves.

• Write down how you “bootstrap” as I read to you the following children’s classic piece of literature.

• How could you make the language more comprehensible for your students?
Language Minority Education Programs

Early Exit Bilingual Model (TBE) – Three years out model. Uses native language as a bridge to target language. Goal is for child to become fluent in target language. If 20 or more students of same language in building this is an option.

Late Exit Bilingual Model (TBE) – Five to seven years and out model. Uses native language as a bridge to target language. Goal is for child to become fluent in the target language. If 20 or more students of same language in building this is an option.
Language Minority Education Programs

**Maintenance Heritage Language Program** – Class composed of SAME native language speakers. Goal is to maintain language while learning the target language.

**Dual Language Model** – Class is composed of half native language and half target language speakers. Goal is for both groups of children to become bilingual in both languages.
Language Minority Programs

**Immersion Model** – Sink or swim. Goal is for child to become fluent in target language.

**ELL Model/TPI model (formerly ESL)** – Class is composed of many different native language speakers. Using specific strategies, students learn target language through the use of the target language. Children within each language group only speak native language to each other. Goal is for child to become fluent in target language. If 20 or less students of same language in building this is an option.
The Four Circles Model
The Framework for School Development
Applying the models

• For your group’s assigned program, apply the “four circles” and explain what fidelity to implementation would look like.
  – In particular:
• What should we see in the classroom within each model?
  – Teacher Talk (language)
  – Student Product (language)
  – Overall Student Goal (language)
Constructivist/Sheltered Instruction Theory and Theorists

- Krashen:
  - The role of MEANING
  - The role of COMPREHENSIBLE INPUT
  - The role of LOW ANXIETY
- Cummins
  - Proficiency in English used for COMMUNICATIVE PURPOSES
  - Proficiency in English used for ACADEMIC PURPOSES
  - EMPOWERMENT OF STUDENTS
- Long
  - the role of INTERACTION
Best practices in ELL education

1) Values prior knowledge
2) Is context embedded
3) Integrates cooperative group work
4) Uses total physical response (gesture)
5) Uses multidimensional assessment
6) Integrates language, content, and process
Modify Teacher Talk

• Be aware of idioms (Jodi Reiss, 2008)
• Use meaningful gestures
• Teacher think alouds
• Slow down
• Use visuals
• Un-clutter the classroom environment
• Think-pair-share while teaching
• Allow extended wait time
Sources for Observing and Evaluating Teaching and Learning

• WIDA Standards and the Common Core
  – [www.wida.us](http://www.wida.us) (World Class Instructional Design and Assessment)

-SIOP model (Sheltered Instruction Observation Protocol) [http://www.misd.net/bilingual/ELL.pdf](http://www.misd.net/bilingual/ELL.pdf)
Support for Instruction and Assessment

Must provide sensory, graphic or interactive support during assessment and instruction.

1. ENTERING
2. BEGINNING
3. DEVELOPING
4. EXPANDING
5. BRIDGING

Only level where grade level text can be used with minimal support.
NEW SCORING RULES

In order to better align measurements of academic achievement with English language acquisition, the Illinois State Board of Education has adopted a new definition of English language proficiency for students in Illinois schools. Effective January 1, 2014, a student must obtain an overall composite proficiency level of 5.0 as well as a reading proficiency level of 4.2 and a writing proficiency level of 4.2 on the ACCESS for ELLs to be considered English language proficient. Students who meet or exceed these proficiency levels may be transitioned from the TBE/TPI program as allowed under Part 228 of the Illinois Administrative Code.
What are Can DO Descriptors?

“(Students) are ready to learn something, but start from different places . . . . When children enter school we need to observe what they know and can do, and build on that foundation whether it is rich or meager.”

Marie Clay
# CAN DO Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
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<td><strong>Bridging</strong></td>
</tr>
<tr>
<td>- Follow one-step oral commands/instructions</td>
<td>- Follow multi-step oral commands/instructions</td>
<td>- Categorize content-based examples from oral directions</td>
<td>- Identify main ideas and details of oral discourse</td>
<td>- Use oral information to accomplish grade-level tasks</td>
</tr>
<tr>
<td>- Match social language to visual/graphic displays</td>
<td>- Classify/sort content-related visuals per oral descriptions</td>
<td>- Match main ideas of familiar text read aloud to visuals</td>
<td>- Evaluate intent of speech and act accordingly</td>
<td>- Evaluate intent of speech and act accordingly</td>
</tr>
<tr>
<td>- Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing)</td>
<td>- Sequence visuals per oral directions</td>
<td>- Use learning strategies described orally</td>
<td>- Make inferences from grade-level text read aloud</td>
<td>- Make inferences from grade-level text read aloud</td>
</tr>
<tr>
<td>- Match instructional language with visual representation (e.g., &quot;Use a sharpened pencil.&quot;)</td>
<td>- Identify information on charts or tables based on oral statements</td>
<td>- Identify everyday examples of content-based concepts described orally</td>
<td>- Discriminate among multiple genres read orally</td>
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</table>

<table>
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<tr>
<th>Level 6</th>
<th>Level 7</th>
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<th>Level 9</th>
<th>Level 10</th>
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<tbody>
<tr>
<td><strong>Speaking</strong></td>
<td><strong>Listening</strong></td>
<td><strong>Writing</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Social Interaction</strong></td>
</tr>
<tr>
<td>- Answer yes/no and choice questions</td>
<td>- Convey content through high frequency words/phrases</td>
<td>- State big/main ideas of classroom conversation</td>
<td>- Paraphrase and summarize ideas presented orally</td>
<td>- Defend a point of view and give reasons</td>
</tr>
<tr>
<td>- Begin to use general and high frequency vocabulary</td>
<td>- State big/main ideas of classroom conversation</td>
<td>- Describe situations from modeled sentences</td>
<td>- Begin to express time through multiple tenses</td>
<td>- Use and explain metaphors and similes</td>
</tr>
<tr>
<td>- Repeat words, short phrases, memorized chunks</td>
<td>- Express routines and everyday events</td>
<td>- Express everyday needs and wants</td>
<td>- Retell/retellulate ideas from speech</td>
<td>- Communicate with fluency in social and academic contexts</td>
</tr>
<tr>
<td>- Answer select WH-questions (e.g., &quot;who,&quot; &quot;what,&quot; &quot;when,&quot; &quot;where&quot;) within context of lessons or personal experiences</td>
<td>- Communicate in social situations</td>
<td>- Communicate in social situations</td>
<td>- Give brief oral content-based presentations</td>
<td>- Negotiate meaning in group discussions</td>
</tr>
<tr>
<td>- Make requests</td>
<td>- Use different registers inside and outside of class</td>
<td>- State big/main ideas with some supporting details</td>
<td>- State big/main ideas with some supporting details</td>
<td>- Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)</td>
</tr>
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The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.
**CAN DO Descriptors: Grade Level Cluster 6-8**

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

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<tr>
<td><strong>READING</strong></td>
<td></td>
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</tr>
<tr>
<td>- Associate letters with sounds and objects</td>
<td>- Sequence illustrated text of fictional and non-fictional events</td>
<td>- Identify topic sentences, main ideas, and details in paragraphs</td>
<td>- Order paragraphs</td>
<td>- Differentiate and apply multiple meanings of words/phrases</td>
</tr>
<tr>
<td>- Match content-related objects/pictures to words</td>
<td>- Locate main ideas in a series of simple sentences</td>
<td>- Identify multiple meanings of words in context (e.g., “cell,” “table”)</td>
<td>- Identify summaries of passages</td>
<td>- Apply strategies to new situations</td>
</tr>
<tr>
<td>- Identify common symbols, signs, and words</td>
<td>- Find information from text structure (e.g., titles, graphs, glossary)</td>
<td>- Use context clues</td>
<td>- Identify figurative language (e.g., “dark as night”)</td>
<td>- Infer meaning from modified grade-level text</td>
</tr>
<tr>
<td>- Recognize concepts of print</td>
<td>- Follow text read aloud (e.g., tapes, teacher, paired-readings)</td>
<td>- Make predictions based on illustrated text</td>
<td>- Interpret adapted classics or modified text</td>
<td>- Critique material and support argument</td>
</tr>
<tr>
<td>- Find single word responses to WH- questions (e.g., “who,” “what,” “when,” “where”) related to illustrated text</td>
<td>- Sort/group pre-taught words/phrases</td>
<td>- Identify frequently used affixes and root words to make/exact meaning (e.g., “un-,” “re-,” “-ed”)</td>
<td>- Match cause to effect</td>
<td>- Sort grade-level text by genre</td>
</tr>
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<td>- Use picture dictionaries/illustrated glossaries</td>
<td>- Use pre-taught vocabulary (e.g., word banks) to complete simple sentences</td>
<td>- Differentiate between fact and opinion</td>
<td>- Use an array of strategies (e.g., skim and scan for information)</td>
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<th>Level 6: Reaching</th>
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<tr>
<td><strong>WRITING</strong></td>
</tr>
<tr>
<td>- Draw content-related pictures</td>
</tr>
<tr>
<td>- Produce high frequency words</td>
</tr>
<tr>
<td>- Label pictures and graphs</td>
</tr>
<tr>
<td>- Create vocabulary/concept cards</td>
</tr>
<tr>
<td>- Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups)</td>
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### Can Do Descriptors: Grade Level Cluster 9-12

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

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#### LISTENING

- Notice and name basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally
- Match everyday oral information to pictures, diagrams, or photographs
- Group visuals by common traits named orally (e.g., "These are polygons")
- Identify resources, places, products, figures from oral statements, and visuals

- Match or identify oral descriptions to real-life experiences or visually-represented, concrete-related examples
- Sort oral language statements according to time frames
- Sequences visuals according to oral directions

- Evaluate information in social and academic conversations
- Distinguish main ideas from supporting points in oral, content-related discourse
- Use learning strategies described orally
- Categorize content-based examples described orally

- Distinguish between multiple meanings of oral words or phrases in social and academic contexts
- Analyze content-related tasks or assignments based on oral discourse
- Categorize examples of gender role models
- Compare traits based on visuals and oral descriptions using specific and some technical language

- Interpretcause and effect relations from oral discourse
- Make inferences from oral discourse containing humor, sarcasm, or irony
- Identify and react to subtle differences in speech and register (e.g., hypothetical, satire, ordinary)
- Evaluate intent of speech and act accordingly

#### SPEAKING

- Answer yes/no or choice questions within context of lessons or personal experiences:
- Provide identifying information about self
- Name everyday objects and pre-taught vocabulary
- Repeat words, short phrases, memorized chunks of language

- Describe persons, places, events, or objects
- Ask WH-questions to identify meaning
- Give features of content-based material (e.g., time periods)
- Characterize items, situations, events shown in illustrations

- Suggest ways to resolve issues or pose solutions
- Compare contrast features, traits, characteristics using general and some specific language
- Sequence processes, events, problems, or events
- Conduct interviews or gather information through oral interaction
- Estimate, make predictions or pure hypotheses from models

- Take a stance and use evidence to defend it
- Explain concepts in specific language
- Compare and contrast points of view
- Analyze and share pros and cons of ideas
- Use and respond to group, direct, and indirect expressions
- Use speaking strategies (e.g., shrug, gestures)

- Give multimedia oral presentations on grade-level material
- Engage in debates on content-related issues using technical language
- Explain metacognitive strategies for solving problems (e.g., "Tell me how you know it."
- Negotiate meaning in pairs or group discussions

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**Reading**
- Match visual representations to words/phrases
- Read everyday signs, symbols, schedule, and school-related words/phrases
- Respond to "WH" questions related to illustrated text
- Use references (e.g., picture dictionary, bilingual glossary, technology)
- Match data or information with its source or genre (e.g., description of element to its symbol on periodic table)
- Classify or organize information presented in visuals or graphics
- Follow multi-step instructions supported by visuals or data
- Match sentence-level descriptions to visual representations
- Compare content-related features in visuals and graphics
- Locate main ideas in a series of related sentences
- Apply multiple meanings of words/phrase to social and academic contexts
- Identify topic sentences or main ideas and details in paragraphs
- Answer questions about explicit information in texts
- Differentiate between fact and opinion in text
- Order paragraphs or sequence information within paragraphs
- Compare/contrast author's points of view, characters, information, or events
- Interpret visually- or graphically-supported information
- Infer meaning from text
- Match cause to effect
- Evaluate usefulness of data or information supported visually or graphically
- Interpret grade-level literature
- Synthesize grade-level expository text
- Draw conclusions from different sources of informational text
- Infer significance of data or information in grade-level material
- Identify evidence of bias and credibility of source

**Writing**
- Label content-related diagrams, pictures from word/phrase banks
- Provide personal information on forms read orally
- Produce short answers to oral questions with visual support
- Supply missing words in short sentences
- Make content-related lists of words, phrases, or expressions
- Take notes using graphic organizers or models
- Summarize your ideas, choices and "WH"- questions from models
- Support social purposes (e.g., memos, letters, notes)
- Complete reports from templates
- Compose short narrative or expository pieces
- Outline ideas and details using graphic organizers
- Compare and reflect on performance against criteria (e.g., rubrics)
- Summarize content-related notes from lectures or text
- Write based on narrative or oral feedback
- Compare narrative and expository text for a variety of purposes
- Justify or defend ideas and opinions
- Produce content-related reports
- Produce research reports from multiple sources
- Create original pieces that represent the use of a variety of genres and disciplines
- Categorize, prioritize, and make recommendations on others' writing from rubrics
- Explain, with details, phenomena, processes, procedures

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.
Common Core – Literacy and Language Arts: Instructional Shifts

- **Regular practice with complex test and its academic vocabulary**
  - Students should practice with academic vocabulary through multiple opportunities across all four language domains and for multiple academic purposes

- **Building knowledge through content-rich nonfiction and informational text**
  - Students should write consistently, during and after reading short and extended texts, and respond to text dependent questions

- **Reading and writing grounded in evidence from text**
  - Students should write daily and consistently during reading of short and extended texts to show evidence of their application of reading strategies, such as predicting, visualizing, inferring, summarizing, questioning and connecting.

- **ELL students are learning to read English while simultaneously reading to learn English content.**
  - The older the ELL child, the farther his/her English language peers have progressed in English language content development.
Selecting Words to Teach
(Cloud, Genesee, Hamayan, 2009)

• Select words that are important for understanding the essential learnings and the text.
• Do not exceed the number of words that student can remember (around 6 to 10 per lesson, depending on the learners’ age and/or stage of proficiency.
• Select words that can advance student’s word learning skills (words with particular prefixes or suffixes for example)
• Teach words that are frequent, useful and likely to be encountered in the content area. They should be highly transferrable to other units or content areas.
• Do not directly teach words if students can use context or structural analysis skills to discover the word’s meaning.
• Be sure that you select an appropriately leveled passage to begin with, one for which you will only need to teach a small number of words prior to reading.
Application
For the student described in your scenario, answer the following questions:

- First, using the knowledge gleaned from your classroom observations of good teaching for all children, what teaching strategies should you see for your chosen student in the classroom—be specific.

- Second:
  - What data do you have about this student?
  - What data do you still need about this student?
  - What needs to be communicated amongst the teaching team members?
  - What should possible next steps be for this student?
The Cultural Competency Game

• You have each been given a “label” that everyone can see – except you.
• When given the “go” sign, you need to get up and ask people about yourself. People will answer you with a “yes” or “no” answer.
• Move around. Ask multiple people questions until you guess correctly “who you are.”
• When you know “who you are,” put your sign to the front of your body.
• Debrief-
  – What types of questions did you ask?
  – What types of answers did you give?
  – How did you feel during this game?
  – What implications does this have for your work?
The Iceberg of Culture
The Iceberg of Culture

“The privatization of moral discourse in our society has created a deep sense of moral loneliness and moral illiteracy, the absence of a common language prevents people from reading about and talking about the moral issues they face.”

A common feature of culture is that it is a collective creation.

• That is, people construct their social interactions with others.

• Cultural ideas are shared by a group of people who recognize the knowledge, attitudes, and values of one another.

• These people also agree on which cultural elements are to adhered to and followed.
Culture is transmitted across generations by such people as parents, teachers, respected elders and religious leaders.

It is mediated through a variety of sources, including the media, the stories parents tell their children, and the various experiences one has in a given culture’s institutions and schools.
There exists clear childhood experiences that individuals can identify that help to develop and teach particular values and practices.

• Among many in the middle class in the United States (particularly among certain ethnic groups), individualism and self-reliance are strongly valued.

• On the contrary, people of some ethnic or cultural backgrounds strongly value interdependence and a collective orientation, or a strong group identity.
Ethic of Critique: An ethical lens to develop intercultural competence

- Whose voice is not considered?

- Whose voice is silenced?

- What does this mean for our work as educators?
Intercultural competence requires that every member of an educational community answer four questions for themselves . . . .
What is culture?
What modifications and insights need to be created as one seeks to bring culturally different individuals together?
What information (cultural guideposts) do I need to aid others in understanding the culture of school in a way that facilitates their acculturation and academic success?
Who are our cultural ambassadors?
Who can hear the silenced voice?

- Administrators, teachers, teacher assistants
- Bus Drivers (see Roger E. Axtell’s {1998} *Gestures: The Do’s and Taboos of Body Language Around the World.*)
- Crossing Guards
- Food Service Personnel
- School Psychologists/Social Workers
- P.E. Teachers
- School Nurse
- Technology Specialists
Tools for increasing cultural competency

• Be aware of your own biases
• Actively listen
• Read about other cultures
• Spend time with people from other cultures
• Immerse yourself in a culture – take the role of other
• Culturegrams:  http://online.culturegrams.com
  – Login ID: cpellremote
  – Password: library