

Meeting the Needs of Culturally and Linguistically Diverse Learners

GRADES K–12

GRADUATE CREDIT: 3 SEMESTER HOURS

The value of linguistic and cultural diversity affords powerful learning opportunities in today's classrooms and schools. Educators examine their own attitudes, beliefs, and biases regarding linguistically and culturally diverse students, families, and communities, and they acquire methods for working together to ensure high levels of learning for all students. They integrate strategies for ensuring equitable access to high-quality learning experiences. Educators also explore effective practices, such as cultural responsiveness, anti-bias curriculum, differentiated instruction, and academic vocabulary development.

This course is designed for K–12 classroom teachers, lead teachers, curriculum coordinators, and subject teachers.

COURSE TOPICS

- Introduction to diversity and multicultural education
- Culture and learning
- Linguistic diversity and learning
- Second language acquisition
- Immigration and schooling
- Effective programs for English language learners (ELLs)
- Supporting ELLs in the classroom with scaffolding, academic vocabulary, and classroom demonstrations
- Culturally responsive teaching

COURSE OUTCOMES

By the end of the course, educators will:

- Examine the characteristics of multicultural education and describe how it is implemented in their school or district setting.
- Analyze personal attitudes, beliefs, and expectations related to race, socioeconomic class, language, and gender and reflect on how these beliefs influence perceptions and behaviors in the classroom.
- Make a plan for observing a student to gain insight into ways that culture and linguistic diversity influence his or her learning.
- Conduct an observation, examine the connection between culture and learning, and make recommendations for supporting students' cultural differences in learning and communication styles.
- Examine second language acquisition and development and discuss strategies to support ELLs at each stage of development, using an additive approach.
- Explore the social and political issues related to the education of immigrant children and describe their position on educators' responsibilities in educating these students.
- Examine the characteristics of effective programs for school-wide support of ELLs and analyze how well their school measures up to these characteristics.
- Critically analyze their teaching practices, looking for evidence of culturally responsive teaching.
- Plan classroom activities that reflect the Center for Research on Education, Diversity & Excellence (CREDE) standards and the characteristics of culturally responsive teaching.
- Compare and contrast their current planning and instructional practices to the sheltered instruction observation protocol (SIOP) model.
- Modify a lesson plan to scaffold language and learning for ELL students.
- Analyze the language demands of their curriculum and discuss strategies for developing academic literacy skills of ELLs.

MEETING THE NEEDS OF CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS

METHODS OF ASSESSMENT

This course provides numerous opportunities to apply research-based concepts and theory to practical teaching situations. Assessment is conducted in the following ways:

- **Activities** are short assessments that help educators explore concepts and make connections between the content and their teaching practice. Some activities are ungraded but serve to prepare educators for other graded assignments. Any ungraded activities are clearly marked as such.
- **Study Team Discussions (print & DVD) or Dialogue Summaries (online)** allow educators to share ideas about the course content with other teachers, then ask them to analyze and summarize the discussion, and then describe how their understanding of the topic has been enhanced or expanded.
- **Applications** assist educators in applying the theories, concepts, and strategies to their teaching practice.
- **Quizzes** provide educators with instant feedback (online only) on their understanding of the course material. There are three quizzes, each reviewing several sections of content.
- The **Final Reflection** requires educators to synthesize the content and reflect on their key learnings throughout the course.

COURSE MATERIALS AND FORMAT

Course texts, websites, and journal articles help facilitate learning and transfer theory into practice. Video programs feature interviews with nationally recognized education experts. Classroom scenes provide a view into the classrooms of master teachers who demonstrate the strategies taught in the course. This course is offered in two distance-learning formats: print & DVD and online. Educators select one format when they enroll.

PRINT & DVD FORMAT

Educators in the print & DVD version of the course receive printed materials to facilitate their learning. This version of the course requires educators to form a study team. The educator must have at least one study partner or peer coach, preferably another educator, to complete activities, engage in discussion, and seek feedback. It is not necessary that the study partner be enrolled in the course. Educators enrolled in the print & DVD version should have Internet access in order to connect with the many websites that are offered as learning resources. Assignments are submitted via email. The print & DVD course includes:

- The print study guide:
 - *Meeting the Needs of Culturally and Linguistically Diverse Learners*
- The DVD:
 - Laureate Education, Inc. (Executive Producer). (2008). *Enhancing learning through linguistic and cultural diversity*. Baltimore: Executive Producer.
- The course textbook(s):
 - Nieto, S., and Bode, P. (2008). *Affirming diversity: The sociopolitical context of multicultural education* (Laureate custom ed.). Boston: Pearson.
 - Herrell, A. L., and Jordan, M. L. (2008). *Fifty strategies for teaching English language learners* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- The other required readings

ONLINE FORMAT

Educators in the online version of the course access the course content via an online classroom. Educators are required to participate in virtual discussions with fellow educators via a discussion board. The course textbook is shipped to educators, but the video programs and other resources are available within the online classroom. Assignments are submitted through the online classroom. The online course includes:

- Access to the online classroom for:
 - Meeting the Needs of Culturally and Linguistically Diverse Learners
- Access to the video programs in the online classroom as well as a backup DVD:
 - Laureate Education, Inc. (Executive Producer). (2008). *Enhancing learning through linguistic and cultural diversity*. Baltimore: Executive Producer.
- The course textbook(s):
 - Nieto, S., and Bode, P. (2008). *Affirming diversity: The sociopolitical context of multicultural education* (Laureate custom ed.). Boston: Pearson.
 - Herrell, A. L., and Jordan, M. L. (2008). *Fifty strategies for teaching English language learners* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Access to the other required readings

SYSTEM REQUIREMENTS FOR ONLINE COURSE FORMAT:

- Operating system for PC: Windows® XP, Windows Vista®, or Windows® 7
- Operating system for Mac®: OS X or higher
- Processor: 1 GHz, 32/64 bit or higher
- Memory: Minimum 512 MB of RAM; 1 GB recommended
- Browser: Microsoft Internet Explorer® 6.0 or higher; Firefox® 3.6 (also for Mac®: Apple® Safari® 4 or higher)
- Internet connection: Broadband (DSL, cable modem, or similar) required
- Software: Microsoft Word®, Adobe® Flash® Player 7 or higher (free), Adobe® Acrobat® Reader® version 8 or higher (free)
- Monitor resolution: 1280 x 800 pixels or higher

Note: If you are using a Macintosh®, please be sure to download Mozilla® Firefox® 3.6. It's free, and the download should take only a few minutes at www.mozilla.org.

Trademark Information

- Microsoft, Windows, Windows Vista, Internet Explorer, and Word are registered trademarks of Microsoft Corporation in the United States and/or other countries.
- Mac OS and Macintosh are trademarks of Apple Inc., registered in the United States and other countries.
- Mozilla and Firefox are registered trademarks of the Mozilla Foundation.
- Adobe, Flash, and Acrobat Reader are registered trademarks of Adobe Systems Incorporated in the United States and/or other countries.

EDUCATION EXPERTS

Eugene Garcia, Ph.D.

Dr. Eugene Garcia is vice president for Education Partnerships at Arizona State University. He previously held the position of dean at Arizona State University's College of Education (now the Mary Lou Fulton College of Education). He is presently conducting research in the areas of effective schooling for linguistically and culturally diverse student populations. Dr. Garcia's recent books include *Hispanic Education in the United States: Raíces y Alas* and *Student Cultural Diversity: Understanding and Meeting the Challenge*.

Kenji Hakuta, Ph.D.

Dr. Kenji Hakuta is the founding dean of the School of Social Sciences, Humanities, and Arts at the University of California, Merced. An experimental psycholinguist by training, he is best known for his work in the areas of bilingualism and the acquisition of English in immigrant students. He is the author and editor of several books, including *Mirror of Language: The Debate on Bilingualism* and *In Other Words: The Science and Psychology of Second Language Acquisition*.

Sonia Nieto, Ed.D.

Dr. Sonia Nieto is professor emerita of language, literacy, and culture in the School of Education at the University of Massachusetts, Amherst. She received her doctor of education (Ed.D.) from the University of Massachusetts, with specializations in curriculum studies and multicultural and bilingual education. Her book, *Affirming Diversity: The Sociopolitical Context of Multicultural Education*, is used widely in multicultural education and professional development courses. Other books include *The Light in Their Eyes: Creating Multicultural Learning Communities* and *What Keeps Teachers Going?*

Tom Stritikus, Ph.D.

Dr. Tom Stritikus is associate dean of academic programs and associate professor in curriculum and instruction in the College of Education, University of Washington. His teaching and research focus on policy and practice issues for culturally and linguistically diverse students. He has published articles in the *Teachers College Record*, the *American Educational Research Journal*, the *International Journal of Bilingualism and Bilingual Education*, and the *Journal of Language, Identity, and Education*.

Roland Tharp, Ph.D.

Dr. Roland Tharp is professor emeritus of education and psychology at the University of California, Santa Cruz, and professor emeritus of psychology at the University of Hawaii. He is the founding director of the National Center for Research on Education, Diversity, and Excellence and the Kamehameha Elementary Education Program. His research focuses on human development, psychotherapy, community psychology, education, culture, anthropology, and applied linguistics. His book, *Teaching Transformed: Achieving Excellence, Fairness, Inclusion, and Harmony*, is a summary treatment of what we know and what we need to do in the education of diverse students.



ABOUT CANTER

Canter, a subsidiary of Laureate Education, Inc., is committed to serving the educational community with high-quality, graduate-level courses that blend research-based theory with practical strategies. Canter began with one groundbreaking guide on managing behavior in the classroom and, more than 35 years later, has helped more than 300,000 educators address the most critical issues in education while advancing their careers.

FOR MORE INFORMATION

For more information about Canter graduate-level courses, visit www.Canter.net or call 1-800-669-9011.

ABOUT OUR PARTNERSHIP

Canter offers its courses in partnership with Walden University, allowing you to benefit from Canter's quality curriculum in a self-paced format, while earning graduate credit from a leading accredited university.* The course curriculum is developed and designed by Canter in collaboration with national education experts, while graduate credit is granted through Walden University, which assesses student work. Credit may be applicable for certification renewal and/or salary advancement.[†] Course credit may be transferable with prior approval from the university providing your advanced degree or planned program.

Walden University

The Richard W. Riley College of Education and Leadership at Walden University is a **National Council for Accreditation of Teacher Education (NCATE)**–accredited college dedicated to enhancing educator effectiveness. As a recognized standard of excellence in professional education for the preparation of teachers, administrators, and other pre-K–12 school professionals, NCATE accreditation ensures the college has met rigorous national standards set by the profession and members of the public.

The college, named for the former Secretary of the U.S. Department of Education, was identified by *U.S. News & World Report* as having the largest online graduate program in education by enrollment (May 2010). Walden students were awarded the fourth most TEACH Grants to students nationwide in 2010–2011, according to the U.S. Department of Education. The choice of more than 53,000 students and alumni, including more than 80 state teachers of the year, the college is also a proud partner of the National Education Association (NEA) Academy and a year-round sponsor of the National Association for the Education of Young Children (NAEYC).

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org. Canter and Walden University are both subsidiaries of Laureate Education, Inc.

*Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 1-360-725-6275 or prof.educ@k12.wa.us to determine whether Walden's programs in the field of education are approved for teacher certification or endorsements in Washington state. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

[†]It is each student's responsibility to check with his or her state/district and evaluate and understand any requirements related to the use of individual courses for any purpose.