

# Professional Development Monthly Advisor and Planner (PD MAP)

**Theme: Multicultural Classrooms and Cross-cultural Communication**  
**June 2009**

[Self-Study](#) [Collaboration](#) [Workshops/Conferences](#) [Courses](#) [Add'l PD Recourses](#) [Follow-up](#)

## Welcome to the Professional Development MAP!

Adult learning relies on communication whether through listening, speaking, reading or writing. Our ways of communicating are based on cultural assumptions we hold, the language we use and social practices we were taught from childhood. As teachers and adult learners know, communication sometimes is successful and sometimes misfires.

This issue of the Professional Development Monthly Advisor and Planner focuses on challenges of cross-cultural communication and what teachers can do to facilitate better learning among diverse adult learners. For teachers who wish to explore the topic through self-study, there are several articles and self-paced online courses. If staff members wish to study multicultural classrooms and cross-cultural communication collaboratively, two excellent articles lend themselves well to a facilitated discussion. We are fortunate that the first National Conference on Immigration Integration is taking place in Denver in June, providing our teachers an opportunity to network with a variety of individuals who provide service to the immigrant communities around Colorado and the nation. Lastly, several EDU courses are offered over the summer months when many teachers are available to devote time to their Literacy Instruction Authorization.

Best regards,

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CDE/AEFL Professional Development Advisory Group  
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## Self-Study:

### ***Valuing Diversity in the Multicultural Classroom***

Elizabeth Quintero, University of Minnesota, Duluth, November 1994

[http://www.cal.org/caela/esl\\_resources/digests/QUINTERO.html](http://www.cal.org/caela/esl_resources/digests/QUINTERO.html)

This article explores the implications for learning when teachers and learners have different culturally-based ways of knowing and understanding the world.

### ***Teaching from a Hispanic Perspective: A Handbook for Non-Hispanic Adult Educators***

<http://literacynet.org/lp/hperspectives/>

This guide from Arizona compares Anglo and Hispanic (particularly Mexican) culture in areas of goal orientation, family values, competitiveness, group orientation, communication styles, and more, and discusses how these differences impact classroom interactions. Includes many multi-cultural activities for classroom use.

### ***Cultural Awareness Teaching Techniques***, Gaston, Jan, 1984, Pro Lingua

Twenty techniques for the classroom which focus on noticing, comparing and becoming more aware of the differences in cultures in the class. Available for check out from the Northern Colorado Professional Development Center. [ncpdc@stvrain.k12.co.us](mailto:ncpdc@stvrain.k12.co.us) 303-702-7912

***Culture and English Language Learners***, Thinkfinity, free, self-paced online course

<http://literacynetwork.verizon.org/tln/courses>

This course examines different dimensions of culture relevant to the learning context, including both the personal cultures of learners and educators, and the culture of the larger social political environment. It explores how cultural values influence instruction and looks at several teaching approaches that take culture into account.

***Working with Refugee Families***, Thinkfinity, free, self-paced online course

<http://literacynetwork.verizon.org/tln/courses>

Describes why commonly used instructional methods may not be effective with refugees who have experienced traumatic events. Suggests appropriate and successful instructional strategies that meet the language and literacy needs of these learners.

## Collaboration with Colleagues:

***Cross-Cultural Issues in Adult ESL Literacy***

McGroarty, Mary, Northern Arizona university, July 1993

<http://www.ericdigests.org/1993/cross.htm> ERIC ED358751 or

[http://www.cal.org/caela/esl\\_resources/digests/cross\\_cultural.html](http://www.cal.org/caela/esl_resources/digests/cross_cultural.html)

This article investigates four cultural factors that shape processes of classroom instruction: roles of learners and teachers, gender-related issues, appropriate topics for discussion and classroom behavior.

***Working on Common Cross-cultural Communication Challenges***

DuPraw, Marcelle E., National Institute for Dispute Resolution, 1997

<http://www.pbs.org/ampu/crosscult.html>

This article discusses six fundamental patterns of cultural differences that can impact communication in the adult education classroom: communication styles, attitudes toward conflict, approaches to completing tasks, decision-making styles, attitudes toward disclosure and approaches to knowing.

To conduct a 60-90 minute staff discussion of the above two articles, use the following resource:

***Guidelines for Facilitating Discussion Groups***

<http://www.calpro-online.org/pubs/DiscussionGuidelineforResearchPublications.pdf>

***Adult Ed Moodle, Friday, June 12, 2009, Noon – 1:00 pm*** Lunch and Learn with Leecy Wise. This online session is a follow up to April's *Introduction to Moodle*. Participants will enter a simple Moodle activity for students on the state site, enter items in the information columns for all students, enter assignments, create quizzes, open discussion forums and generate dialog.

<http://coloradoeducation.wufoo.com/forms/lunch-and-learn-sign-up/>

***Second Life, Friday, June 19, 2009, Noon – 1:00 pm*** Lunch and Learn with Leecy Wise. Participants will explore this amazing virtual world and watch avatars interact with each other in educational environments.

<http://coloradoeducation.wufoo.com/forms/lunch-and-learn-sign-up/>

### ***Foundations in Family Literacy***

This 3-day training provides a framework for understanding the comprehensive, four-component family literacy model. Participants receive a basic overview of the principles and practices of family literacy and the research that supports these practices.

Sponsor: Colorado Family Literacy Training Center

June 12-14, 8:30 – 4:30, Colorado Mountain College, 333 Fiedler Ave, Dillon.

Contact Debbie Butkus at [butkudl@d11.org](mailto:butkudl@d11.org)

Flyer: <http://www.cde.state.co.us/cdeadult/download/ES/PDF/FoundationsFlyer0509.pdf>

Registration form:

<http://www.cde.state.co.us/cdeadult/download/ES/PDF/FoundationsRegFlyer0509.pdf>

### ***National Conference on Immigration Integration***

This conference explores best practices, assesses the current environment and develops priorities to chart the course for immigration integration nationwide.

Spring Institute for Intercultural Learning and Illinois Coalition for Immigrant and Refugee Rights

June 24-26, Grand Hyatt Denver, 1740 Welton St., Denver, CO

Registration: <http://www.integrationconference.org/>

## Courses for Credit:

### **CCCOOnline, June 1-August 9, 2009**

EDU 133 Adult Basic Education (ABE)/Adult Secondary Education (ASE)

[http://www.cconline.org/About\\_Us/Home\\_Colleges/](http://www.cconline.org/About_Us/Home_Colleges/)

### **Western State College, Gunnison, June 15-19**

EDU 134 equivalent (ED 589), Teaching English as a Second Language to Adult Learners

Monday-Friday, 8:00AM-5:00PM

3 Graduate Credits - \$375

For more information email: [candacesparks@gmail.com](mailto:candacesparks@gmail.com) or go to

[www.western.edu/extendedstudies](http://www.western.edu/extendedstudies) or call 1.800.876.5309, ext 7

## Additional Professional Development Resources:

### ***Online Resources for Promoting Cultural Understanding in the Adult ESL Classroom***

[http://www.cal.org/caela/esl\\_resources/collections/multicultures.html](http://www.cal.org/caela/esl_resources/collections/multicultures.html)

Links to resources that teachers can consult as they seek to promote cultural understanding, tolerance, and cross-cultural communication in their adult ESL classrooms. Compiled by the Center for Adult English Language Acquisition of the Center for Applied Linguistics.

### ***Cross Cultural Communication Website***

<http://www.cba.uni.edu/buscomm/InternationalBusComm/world/asia/index.html>

This site was originally prepared for business travelers but is very useful for ESL teachers as well.

Click on a region of the world. The site displays flags of countries in the region. Click below the flag for an extensive description of cultural practices on these topics: Public Behavior, Conversation, Business Meetings, Attire, Other.

### ***Country Insights***

<http://www.intercultures.ca/cil-cai/countryinsights-apercuspays-eng.asp>

Select a country from the lengthy dropdown list. The system displays information about the cultural practices of the selected country and compares them to the Canadian cultural practice. Although the target audience appears to be business executives, ESL teachers can glean interesting information for understanding learners.

**Culture Orientation Resource Center Website**

<http://www.cal.org/co/about/>

Use the "Browse by Culture" search feature for downloading booklets with detailed descriptions of the history and cultural practices of 15 refugee groups.

**Culturgrams, The Nations Around Us**, David M. Kennedy Center for International Studies, Brigham Young University 1997. Presents 4-page synopses of daily customs and lifestyles of the peoples of fifty nations. Available for check out from the Northern Colorado Professional Development Center. [ncpdc@stvrain.k12.co.us](mailto:ncpdc@stvrain.k12.co.us) 303-702-7912

**CDE/AEFL Professional Development Hours**

All professional development options listed on this PD MAP earn CDE/AEFL PD Hours as described in the *Guide to Professional Development Reporting* at <http://www.cde.state.co.us/cdeadult/download/pdf/GuideToPDReportingV2.pdf>

For annual AEFLA reporting, teachers completing Self-Study or Collaboration with Colleagues options simply confer with their program director and record the number of PD Hours earned on their *Teacher's Annual Professional Development Activity Record*. Teachers completing workshops, training, or courses for credit receive certificates with PD Hours or transcripts. <http://www.cde.state.co.us/cdeadult/download/pdf/AnnualPDActivityRecordFY09v3.pdf>

The PD options listed under the Self-Study strand are not acceptable for the LIA Portfolio training hours or for renewing a LIA. <http://www.cde.state.co.us/cdeadult/LIAIndex.htm>

**Webinar Follow-up to This Month's Professional Development**

The CDE/AEFL office is hosting a 1-hour webinar on Friday, June 26th at 9:00 a.m. to follow up with teachers who complete any of the PD options listed on this month's PD MAP. The webinar allows teachers across the state to connect with each other to ask and answer questions about this month's theme of Multicultural Classrooms and Cross-cultural Communication, to share successful strategies and ask for advice regarding challenges. Teachers who participate in the webinar earn 1 additional PD Hour. To register for the webinar, please e-mail your name, program name, e-mail address, and daytime phone number to: Jessie Hawthorn, [Hawthorn\\_J@cde.state.co.us](mailto:Hawthorn_J@cde.state.co.us)

**PD Advisory Group Mission Statement**

*To create an integrated, accessible, and flexible system of professional development for adult education teachers in Colorado.*

To find this issue of PD MAP on our Web site go to: <http://www.cde.state.co.us/cdeadult/PDMAP.htm>

**July 2009 PD Monthly Advisor & Planner**  
  
**Theme: Adult Reading Instruction**

**CDE/AEFL Professional Development Advisory Group members:**

Jane Miller, CDE/AEFL; Mary Jo Sobocinski, McLain Community High School, Lakewood; Connie Davis and Kathy Santopietro Weddel, Northern Colorado Professional Development Center, Longmont; Debra Fawcett, CDE/AEFL; Melissa Burkhardt-Shields, Adult & Family Education, SD-11, Colorado Springs; Dave Askeland, CMC Adult Education, Breckenridge Campus; Karin Hostetter, Summer Scholars, Denver; Michele Short, The Learning Source, Lakewood