Crosswalks Care Package
Content and instructional resources for providers of professional development related to culture, diversity, and responsive practices

September 2009

News and Updates

Oct. 28 – Nov. 1, 2009
The 19th Annual International Conference of the National Association for Multicultural Education (NAME), Denver, CO

February 16-17, 2010
Leadership for Equity & Excellence Forum, Phoenix, AZ
Reinvest in Equity: Building Bridges and Tearing Down Walls is the theme for this upcoming gathering of educators, policy makers, students, parents, advocacy groups, and community members. Sessions at the Forum will share current research and best practices related to building and strengthening systems of educational equity. Areas of focus will include civil and educational rights, disproportionality in special education, school-family partnerships, organizing schools for inclusive education, and more. Details, including how to submit a conference proposal (due by September 25), are available at http://www.equityallianceatasu.org/ea/conference

July 11-14, 2010
Embracing Inclusive Approaches for Children and Youth with Special Education Needs, Riga, Latvia
The Division of International Special Education and Services (DISES), the Council for Exceptional Children (CEC), the Center for Education Initiatives (CEI), and the International Step by Step Association (ISSA) will be hosting this international conference on inclusion and special education. The call for papers will be out in August 2009. Contact RIGA2010@Kalevatravel.lv to get on the mailing list.

Content Resources

Urgent Research Questions and Issues in Dual Language Education
Dual language education researchers from across the U.S. met in November 2008 to define the most urgent research questions and issues in dual language education and discuss the need to develop a stronger community and infrastructure for dual language research. Current knowledge and future research directions, including issues related to dual language learners with disabilities are addressed. Available at http://www.dlenm.org/documents/Research%20Report.pdf
Learning Languages at a Young Age Can Give Children Major Benefits, Says a New EU Study
By activating their natural aptitude for language acquisition at an early stage, it gives them more
time to learn and provides a linguistic and cultural experience that can enhance their overall
development (cognitive, social, cultural, acoustic, linguistic and personal – as well as a better sense
of determination and participation) and self confidence. The European Commission is strongly in
favor of teaching modern languages to young children, to help them not just develop language
proficiency but also gain a wider sense of belonging, citizenship and community, and an
understanding of how they can realize the opportunities open to them in a multilingual
Europe. The study "Language Learning by the Very Young" sets out a selection of key background
information on early language learning across Europe, including research and good practice. It
goes on to identify teaching principles and areas needing further development. It is available at

Instructional Resources

President Inspires Jump in School Involvement Among African-American Parents
A new survey commissioned by Great Schools has found that African-American parents of children
in K-12 schools are now more likely to volunteer in their child's classroom, a phenomenon that
USA TODAY characterizes as an "Obama Effect" on volunteerism, narrowing what it calls "a
volunteering gap." The survey questioned 1,086 parents of children presently in public or private
K-12 school across ethnic and socioeconomic sectors. Among other things, the survey found that
the number of African-American parents who intend to volunteer has jumped this year by 37
percent, in contrast with a six percent rise among white parents. "Clearly, this data is showing that
the parent in chief, President Obama, is having an impact on parents' thinking, especially African-
American parents' thinking," said GreatSchools CEO Bill Jackson, noting that the president has
urged all parents to turn off the TV, read to their children, and attend parent-teacher conferences.
USA TODAY sees a parallel to the original "Obama Effect" presented last winter, in which
researchers found that in a series of online tests, the performance gap between blacks and whites
shrank dramatically during two key moments spotlighting Mr. Obama in the 2008 campaign.

Application: These findings would lead nicely into further exploration of the
factors that contribute to positive self-esteem in young children. Consider
the ways that positive role models and images contribute to self-esteem, or
the ways in which self-esteem can impact performance.

Preparing Early Childhood Teachers for Multicultural Classrooms
The FPG Child Development Institute has published a new Snapshot, entitled Preparing Early
Childhood Teachers for Multicultural Classrooms (2009), which summarizes the findings of a recent
FPG study examining the impact of geographical contexts, institutional characteristics and program
characteristics on cultural and linguistic diversity coursework and practica requirements in 416

**Application:** After reading the snapshot or the article, consider the way in which your program (or a program in your area) might score. To what extent do the faculty reflect cultural, linguistic, and/or ability diversity? To what extent are courses on cultural, linguistic, and/or ability diversity available? Required? To what extent do practice experiences provide exposure to diverse children and families in diverse settings. NOTE: If you’re interested in looking at these issues more closely, consider using the Crosswalks Coursework, Practice, and Program Evaluation (http://www.fpg.unc.edu/~scpp/crosswalks/pdfs/CCPPE-FINAL.pdf), a measure that looks at these issues.

**Tools for Advancing an Early Childhood Agenda for the Latino Community**

Young Latino children face many challenges in accessing high-quality early care and education programs. A new toolkit from the National Council of La Raza, New Leaders, New Directions: Tools for Advancing an Early Childhood Agenda for the Latino Community (2009), is designed to help early childhood education leaders develop effective strategies to ensure educational success for Latino and English language learner (ELL) children. It is available online at http://www.nclr.org/content/publications/detail/58483/

**Application:** How might the strategies proposed work in your community?

**New Data Tool on Children of Immigrants**

The Urban Institute Children of Immigrants Data Tool enables you to generate charts on the characteristics of children, ages birth to 17, for the United States and for the 50 states and the District of Columbia. Data come from the 2005 and 2006 American Community Survey. Statistics on 21 features include citizenship and the immigrant status (foreign vs. native-born) of children and their parents; children's race, ethnicity, and school enrollment; parents' education and English proficiency; and family composition, income, and work effort. A customized chart can present either the number or share of children with a given characteristic in the states chosen or nationally. http://datatool.urban.org/charts/datatool/pages.cfm

**Application:** How well do you (or your students/colleagues/participants) know the demographics of your state? Ask for predictions in some of the categories, and then share the real data. Discuss implications of the data for services, policies, professional development, etc.
**Cultivating Minority Teachers in Homogeneous Environments**

By examining the social and cultural factors that hinder learning for minority teachers in culturally homogenous environments, Virginia State researchers Linda Noel-Batiste and Tiffany Toledo write in the *American School Board Journal*, school boards and administrators can assess how to help teachers of color develop professionally. "Simply stated," the authors write, "it's the little things that count." The authors furnish a list of both positive and negative behaviors that teachers of color typically encounter. On the positive side: respect of cultural identity; acknowledgment, instead of dismissal, of suggestions; opportunities to serve as teacher leaders; support in parent-teacher conferences; and responsiveness to concerns and requests for help. Negative behaviors are: frequent confusion over "unusual" names; minimization of teacher achievements; questioning of ability to teach; addressing of parental concerns with department members or team members instead of directly; and failure to acknowledge students' success. While these would be boosting or demoralizing to any teacher, in a context where isolation is already felt, effects are amplified. Read more at [http://www.asbj.com/MainMenuCategory/Archive/2009/September/Making-Minority-Staff-Feel-Welcome.aspx](http://www.asbj.com/MainMenuCategory/Archive/2009/September/Making-Minority-Staff-Feel-Welcome.aspx)

**Application:** _To what extent is there an explicit emphasis on the recruitment and retention of colleagues who are culturally, linguistically, and ability diverse in your program or place of employment? How could that emphasis be developed? Enhanced?_

**Helping Educators Improve Learning in Diverse Classrooms**

As part of an effort to improve the teaching of students of color, the Southern Poverty Law Center’s Teaching Tolerance program has launched a new online initiative. The Teaching Diverse Students Initiative (TDSi) offers interactive multimedia tools to help educators improve learning opportunities and outcomes for racially and ethnically diverse students. TDSi is the first set of professional development tools specifically designed to improve teaching practices and school conditions that, while important for all students, are especially productive for students of color. TDSi’s resources include learning activities, case studies, video of effective practice, reports and articles, and video commentary by leading researchers. School districts interested in working with TDSi should contact Michelle Garcia at TDSI@tolerance.org. The research-based tools of TDSi are available free of charge. Read more at [http://www.tolerance.org/tdsi](http://www.tolerance.org/tdsi)

**Application:** _Which of the resources in this set of tools look useful for children birth to 5?_

- Find additional resources and measures related to diversity and previous Care Packages at the Crosswalks website [http://www.fpg.unc.edu/~scpp/crosswalks/](http://www.fpg.unc.edu/~scpp/crosswalks/)
- To learn more about resources, measures, and professional development related to increasing the emphasis on diversity in preservice coursework, practica, and program practices, please contact Camille Catlett at (919) 966-6635 or catlett@mail.fpg.unc.edu