

# Crosswalks Care Package #10

November 2006

## News and Updates

**July 26-29  
2007**

### **Crosswalks National Institute in Asheville, North Carolina**

An opportunity to learn about methods, models and materials for infusing an emphasis on children and families who are culturally, linguistically and ability-diverse in training, coursework, field experiences and program practices. See attached flyer.

## Content Resources

### ***Understanding English Language Learners' Needs and the Language Acquisition Process: Two Teacher Educators' Perspectives***



A new publication from the National Institute for Urban School Improvement (NIUSI) is written by two native Polish-speaking teacher educators. The authors, Alicja Rieger, Ph.D., and Ewa McGrail, Ph.D., discuss the complexity of English language learners' needs. Both teachers use their own experiences and knowledge as English language learners in methods courses they teach in teacher education programs in the United States. They stress the importance of striking a balance between valuing language diversity and ensuring that each student has access to high quality academic instruction. This dilemma is

complicated politically, socially, and academically within and outside of the classroom. Rieger and McGrail outline several strategies to help teacher educators in teacher education programs and professional development to model for their students, pre- and inservice teachers, the language acquisition process and ESL pedagogy. Teachers need deep understanding of both to be able to meet the needs of our increasingly culturally and linguistically diverse public schools. View this publication at

[http://www.urbanschools.org/pdf/understanding\\_ell.pdf?v\\_document\\_name=Understanding%20ELL](http://www.urbanschools.org/pdf/understanding_ell.pdf?v_document_name=Understanding%20ELL). Other publications in the same series (OnPoints) are also available to view or download at [http://www.urbanschools.org/publications/on\\_point.html](http://www.urbanschools.org/publications/on_point.html)

### ***Ensuring the Academic Success of English Learners***

While some English learners move quickly to English fluency and academic mastery at all grade levels, many do not. Most English learners make academic progress in the primary grades, but around fourth grade, when academic and cognitive demands require higher levels of comprehension and engagement with text, the patterns change. Many struggle to learn academic English and to access grade-level curriculum which is taught, in most cases, in a language they have not yet mastered. Laurie Olsen's essay draws on three decades of research on second language acquisition, bilingual brain development, effective programs, and "best practices" in instructional strategies. She details nine elements of a comprehensive system of schooling for English learners. They range from high-quality preschool to age-appropriate English language development, instructional materials, and valid assessments. She further suggests four policy goals needed to develop such a system, including investing in a qualified educator workforce, building a meaningful English learner accountability system, and demonstrating new models of successful schools for English learners. Download at <http://lmri.ucsb.edu/publications/newsletters/v15n4.pdf>

## *Pre-K and Latinos*

According to recent Census data, one in five children under the age of five in the US is Hispanic. Research shows that these children are less likely than their white peers to start school with the basic math and reading skills needed for academic success. Only 40% of Latino children attend preschool as compared with 60% of white and African American children. This new report provides an overview of obstacles Latino families face in accessing early learning opportunities for their children and offers strategies for increasing Latino participation in Pre-K. To read the full text in English, [click here](#) . To read the Executive Summary in Spanish, [click here](#).

## *Cultural and Linguistic Competence in Family Supports*

This new policy brief from the National Center for Cultural Competence, Georgetown University Center for Child and Human Development (GUCCHD) discusses cultural factors that may impact supports and services for families of children with special health care needs. It is meant to be used by organizations interested in developing policies that promote and sustain cultural and linguistic competence in the provision of family support services. The brief is available at <http://www11.georgetown.edu/research/gucchd/nccc/documents/FamilySupports.pdf>

## *The School Readiness Gap*

In a recent issue of the *Harvard Education Letter*, this article examines why Pre-K, not just preschool, may be the key to narrowing disparities in achievement by race, ethnicity, and income. To learn more go to <http://www.edletter.org/past/issues/2006-ja/readinessgap.shtml>

## Instructional Tools and Resources

### *Designing Multicultural Curriculum for Engaged Learning*

You can learn all about Christine Sleeter's model for designing a multicultural curriculum by going to <http://classes.csUMB.edu/MAE/MAE637-01/world/elements/index.html>. Details, examples and references are provided for each aspect of the model (e.g., teacher beliefs, learning strategies).

### *Websites for Multicultural Teaching Resources*

Christine Sleeter's website includes a rich array of resources for faculty members and teachers. They're sorted into four categories: (1) places to find K-12 books; (2) places to find lesson plans; (3) places to find information; and (4) excellent professional sites. There are many helpful resources at [http://home.csUMB.edu/s/sleeterchristine/world/Websites/teacher\\_resources.html](http://home.csUMB.edu/s/sleeterchristine/world/Websites/teacher_resources.html)

Crosswalks Talks materials are available to download at <http://www.fpg.unc.edu/~scpp/crosswalks/pages/crosswalktalks.cfm>

All previous Crosswalks Care Packages are available to download at <http://www.fpg.unc.edu/~scpp/crosswalks/pages/carepackages.cfm>

Questions? Comments? Suggestions? Contact Camille Catlett at (919) 966-6635 or [catlett@mail.fpg.unc.edu](mailto:catlett@mail.fpg.unc.edu)

*Come to the mountains of North Carolina for the latest information on infusing an emphasis on children and families who are culturally, linguistically, and ability diverse in training, coursework, field experiences, and program practices. Learn, network, discover, interact, explore, and take home new ideas. Join us for this unique learning opportunity!*

**WHO SHOULD ATTEND**

- \* College, university and community college faculty members
- \* Trainers
- \* Administrators

**FOR DETAILS CONTACT**

**Camille Catlett at  
(919) 966-6635 or  
catlett@mail.fpg.unc.edu**



**Infusing Cultural, Linguistic and Ability Diversity in Preservice Education**

***A National Institute on Effective Methods, Models & Materials***

**July 26 – 29, 2007  
Renaissance Asheville Hotel  
Asheville, North Carolina**

**LEARN MORE ABOUT**

- \*Using instructional dilemmas to explore issues of culture
- \*Deconstructing and reconstructing syllabi to reflect culture, language, and ability
- \*Family, campus, and community partnerships and practices
- \*Using state and national standards as a framework for increasing the emphasis on diversity
- \*Collaborating with families who are culturally and linguistically diverse
- \*Supporting young English Language Learners
- \*High quality, low cost instructional resources
- \*The 5 most effective ways to support student dispositions related to cultural, linguistic, and ability diversity
- \*Research on what works