

Crosswalks Care Package

March 2007

News and Updates

Friday April 13 **Crosswalks Talk**

- Title:** Beyond Songs and Snacks: Resources for Increasing the Emphasis on Cultural, Linguistic and Ability Diversity in Preservice Education
- Presenter:** Camille Catlett
- Audience:** Faculty members and providers of early childhood professional development
- Description:** Recent research has highlighted the importance of readings and assignments in shaping the culturally responsive dispositions and teaching practices of college students. This session will highlight resources (activities, print materials, videos, web sites, etc.) that are available to faculty to build these capabilities, and strategies for using them effectively. A guided tour of the Crosswalks Toolbox will be included, as well as opportunities for faculty to share resources and strategies they're currently using.
- Time:** 10:00 – 3:00
- Location:** Davidson County Community College (Davidson Campus), Thomasville, NC
- Logistics:** Lunch provided. Please contact Camille Catlett (919.966.6635 or catlett@mail.fpg.unc.edu) for details.

Thursday April 26 **Crosswalks Talk**

- Title:** Making Room in the Circle: Lesbian, Gay, Bisexual, and Transgender (LGBT) Families in Early Childhood Settings
- Presenter:** Lee Lesser
- Audience:** Faculty members and providers of early childhood professional development
- Description:** Nationwide, children of LGBT parents and their families struggle with the need and desire to feel recognized and included in early care and education programs and communities. If early childhood educators are not proactive in respecting the dignity, worth, and uniqueness of each individual child and family member, they run the risk of perpetuating bias and prejudice through practices that are hurtful and harmful to young children.
- This Crosswalks Talk will provide an opportunity to have open dialogue about these issues and to reflect on attitudes and biases that exist in our society and within us. Participants will learn about methods, models and materials that faculty can use to prepare future professionals who can create more welcoming environments for LGBT individuals and implement curricula that include all families.
- Time:** 10:00 – 3:00
- Location:** Sheryl Mar Building, FPG Child Development Institute, Chapel Hill, NC
- Logistics:** Lunch provided. Please contact Camille Catlett (919.966.6635 or catlett@mail.fpg.unc.edu) for details.

**July 25-28 Infusing Cultural, Linguistic and Ability Diversity in Preservice Education:
The Crosswalks National Institute**

Come to the mountains of North Carolina for the latest information on providing field experiences, coursework, and programs that prepare personnel to work with culturally, linguistically, and ability diverse children and their families.

Among the topics to be discussed at the three day meeting are how to prepare your students to support young English language learners; how to collaborate with culturally and linguistically diverse family and community partners as part of coursework and practica; how to use instructional dilemmas to explore issues of culture; approaches for using state and national standards as a framework for increasing the emphasis on diversity and more.

The Institute will be held at a resort in Asheville, NC, complete with a golf course, swimming pools, tennis courts and a fitness center. The location is just minutes from the Biltmore Estate, the scenic Blue Ridge Parkway, and is held over the same weekend Asheville's famous festival of food, crafts and music - Bele Chere.

There are a limited number of spaces available. The deadline for early registration at the discounted rate of \$195 per person is June 1, 2007. For details, go to http://www.fpg.unc.edu/~scpp/crosswalks/pdfs/crosswalks_registration_package-3.pdf

Content Resources

Discarding the Deficit Model

Beth Harry (University of Miami) and Janette Klingner (University of Colorado) say that the traditional model of putting resources toward determining whether children have disabilities is often based on ambiguous criteria and has resulted in the over-representation of black and Hispanic children in special education classes. The intertwining of race and perceptions of disability are so deeply embedded in our way of thinking that many people are not even aware of how one concept influences the other. According to Harry and Klingner, a more progressive model of identifying specific instructional needs at early ages is beginning to emerge, posing a challenge to the deficit approach that has prevailed for so long. Many students have special learning needs, and many experience challenges learning school material. But does this mean they have disabilities? Can we help students without undermining their self-confidence and stigmatizing them with a label? Does it matter whether we use the word disability instead of "need" and "challenge"? Should we be preparing personnel to see students' difficulties as "human variation rather than pathology"? See more at <http://r.smartbrief.com/resp/gmzscWwHCastbsfCcWgxWMda>. This punchy article would be a great one for students to discuss.

Source: *Educational Leadership*, 64(5), 16-21.

Collage

The most recent issue of this newsletter from Community Playthings focuses on culture. Topics addressed include connecting children to their cultures and communities, encouraging confidence and open minds, the value of diversity, and affirming each child's heritage in ways that educate all children. Useful books, websites, and articles are also identified. Go to

<http://www.communityplaythings.com/c/Subscriptions/Collage/2007/CelebrateCulture?source=collage>

Children's Books

As part of their celebration of Black History Month, colleagues at FPG identified children's books that paint strong and positive images of individuals with African heritage. An annotated list of those books is attached for you to use and share.

Reading is Fun Website

The Reading is Fun website offers pages to learn and practice reading in English and in Spanish. *Read Along Stories and Songs* show the words as you read, and there are many from which to choose, some with traditional tales and others with fun original stories. All the materials are well illustrated and can support hours of reading and singing. To view them, go to

http://www.rif.org/readingplanet/content/read_aloud_stories.msp%20

Instructional Resources

Getting Results: A Professional Development Course for Community College Educators

This multimedia resource for community college faculty includes six modules to support effective classroom practice. While many of the materials may be of interest, you may want to focus on Module 3: Active Teaching and Learning. In addition to references and resources, you'll find multimedia resources from which to learn and with which to teach.

Getting Results homepage <http://www.league.org/gettingresults/web/index.html>

Module 3

<http://www.league.org/gettingresults/web/module3/introduction/index.html>

20 (Self-)Critical Things to Do to Be a More Equitable Educator

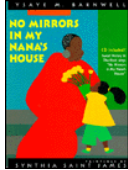
Paul Gorski has generated a thought-provoking list of 20 things each of us can do to be more equitable in our work. A copy is attached for you to consider integrating in your work. The list is available to download at <http://www.edchange.org/handouts/20things.doc>.

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

Children's Books for Black History Month

Compiled by Camille Catlett and Yalitza Ramos

Adedjouma, D. (Ed.) (2003). *Palm of my heart: Poetry of African American children*. New York: Lee & Low Books, Inc. *Honest, wise, and inspiring, each of the twenty poems in this dazzling collection resounds with the unique rhythms of life, as seen through the eyes of African American children.*



Barnwell, Y.M. (1998). *No mirrors in my Nana's house*. San Diego, CA: Voyager Books. *Listen and learn how the beauty in one child's world is in her Nana's eyes.*

Bunting, E. (1994). *Flower garden*. NY: Harcourt Brace. *Follow the progress of a little girl and her father as they purchase "a garden," and board the bus to carry it home. The pansies, tulips, daffodils, geraniums, and daisies are lovingly planted in a window box, and the candles on the cake are lighted--just as Mom walks in the door to find her daughter, her husband, and her birthday surprise.*



Butler, J. (1998). *A drawing in the sand: The story of African-American art*. Madison, WI: Zino Press Children's Books. *The author/illustrator combines the story of his own artistic journey with the struggles and triumphs of important black American artists such as Henry O. Tanner, Edward Bannister, Augusta Savage, and Jacob Lawrence.*

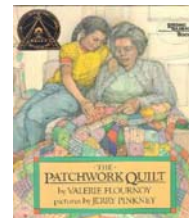
Chocolate, D. (1996). *Kente colors*. New York: Walker and Company. *A delightful look at the brilliant colors and traditions of Kente cloth.*

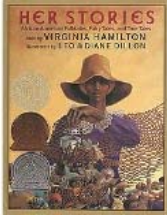


Daly, N. (2004). *Where's Jamela?* New York: Farrar, Strauss & Giroux. *When Mama tells Jamela about her new job and a new place for them to live, Mama is excited but Jamela isn't. The ensuing fun helps smooth the transition.*

Dillon, L., & Dillon, D. (1998). *To everything there is a season*. New York: Scholastic/The Blue Sky Press. *Caldecott Medalists Leo and Diane Dillon present a stunning and exquisite picture book featuring art drawn from cultures around the world to accompany the most famous verses from Ecclesiastes.*

Flournoy, V. (1985). *The patchwork quilt*. New York: Dial Books for Young Readers. *This is a loving tale about a granddaughter and her effort to complete her sick grandmother's masterpiece.*





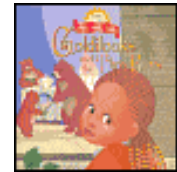
Hamilton, V. (1995). *Her stories: African-American folktales, fairy tales & true tales*. New York: The Blue Sky Press. *In the tradition of Hamilton's *The People Could Fly* and *In the Beginning*, a dramatic new collection of 25 compelling tales from the female African American storytelling tradition. Each story focuses on the role of women--both real and fantastic--and their particular strengths, joys and sorrows.*

Haskins, J. & Benson, K. (1998). *African beginnings*. New York: Lothrop, Lee & Shepard Books. *This is a well-researched introduction to ancient African empires.*

Hoffman, M., & Binch, C. (1991). *Amazing Grace*. New York: Dial Books for Young Readers. *Enjoy a powerful story of a talented African-American child whose mother and grandmother bolster her self-esteem and independence.*

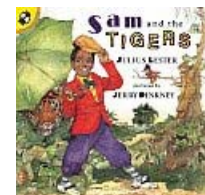
Hru, D. (1993). *Joshua's Masai mask*. New York: Lee and Low Books, Inc. *Joshua learns a lesson about the value of his own identity.*

Kurtz, J. (Illustrator). (2004). *Goldilocks and the three bears*. New York: Jump at the Sun/Hyperion Books for Children. *Dive into this African-American version of a favorite children's story to learn about hard work, sharing and good manners.*



Lee, S., & Lee, T.L. (2002). *Please, baby, please*. New York: Simon & Schuster Books for Young Readers. *Director and producer Spike Lee, with his wife Tonya Lewis Lee, team up with award-winning artist Kadir Nelson in this playful glimpse at one day in the life of a rambunctious toddler.*

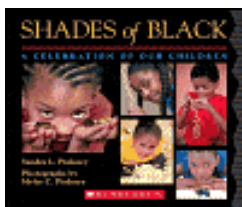
Lester, J. (1996). *Sam and the tigers*. New York: Dial Books for Young Readers. *This book is a retelling of a controversial story from the past, *Little Black Sambo* (1899).*



Musgrove, M. (1992). *Ashanti to Zulu: African traditions*. New York: Dial Books for Young Readers. *Artists Leo and Diane Dillon won their second consecutive Caldecott Medal for this stunning ABC of African culture. It features twenty-six indigenous African tribes and provides information about some of the traditions and customs of each tribe.*

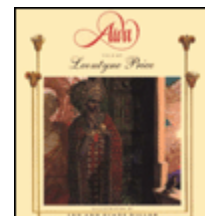
Perkins, Charles (1993). *Swinging on a rainbow*. Trenton: Africa World Press, Inc. *A little girl imagines swinging on a rainbow and dares her friends to do the same.*





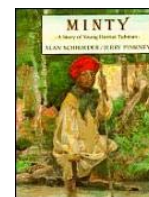
Pinkney, S.L. (2000). *Shades of black: A celebration of our children*. New York: Scholastic Inc. *Using simple language and beautiful photographs, this book emphasizes that just because individuals all have the same racial label does not mean they are the same; rather, every person is unique.*

Price, L. (1990). *Aida*. New York: Harcourt Brace. *What a fortuitous moment it was when Leontyne Price, the opera star, and Leo and Diane Dillon, artists, combined their superb talents to produce the lush Aida, one of Verdi's most exotic but tragic operas. The paintings are stylized but powerful in keeping with the Egyptian setting and the love and death theme.*



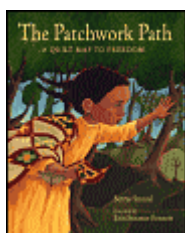
Rappaport, D. (2001). *Martin's big words: The life of Dr. Martin Luther King, Jr.* New York: Hyperion Books for Children. *This picture book biography of Dr. Martin Luther King, Jr. brings his life and the profound nature of his message to young children through his own words.*

Schroeder, A. (1996). *Minty: A story of young Harriet Tubman*. New York: Dial Books for Young Readers. *This is a part-fiction, part-fact journey into Harriet Tubman's childhood.*



Shange, N. (1983). *Ellington was not a street*. New York: Simon & Shuster Books for Young Readers. *In a reflective tribute to the African-American community of old, noted poet Ntozake Shange recalls her childhood home and the close-knit group of innovators that often gathered there. Illustrations by Kadir Nelson are absolutely stunning.*

Step toe, J. (1987). *Mufaro's beautiful daughters: An African tale*. New York: Lothrop, Lee & Shepard Books. *Enjoy a new context for "Cinderella".*



Stroud, B. (2005). *The patchwork path: A quilt map to freedom*. Cambridge, MA: Candelwick Press. *The affecting story of Hannah, a slave on a Georgia plantation, is inspired by the actual use of quilts as a means of communication on the Underground Railroad.*



Woodson, J. (2001). *The other side*. New York: G.P. Putnam's Sons. *This moving narrative is told in the voice of a child confused about the fence someone else has built in her yard and the racial tension that divides her world.*

Wyeth, S.D. (1998). *Something beautiful*. New York: Bantam Doubleday Dell Publishing Group, Inc. *After discovering several disheartening images, a little girl seeks to find something beautiful in her neighborhood.*



20 (Self-)Critical Things I Will Do to Be a More Equitable Educator

By Paul C. Gorski (gorski@earthlink.net) for **EdChange**
and the *Multicultural Pavilion*

<http://www.edchange.org>

<http://www.edchange.org/multicultural>

1. I will learn to pronounce every student's full given name correctly. No student should feel the need to shorten or change her or his name to make it easier for me or their classmates to pronounce. I will practice and learn every name, regardless of how difficult it feels or how time-consuming it becomes. That is the first step in being inclusive.
2. I will sacrifice the safety of my comfort zone by building a process for continually assessing, understanding, and challenging my biases and prejudices and how they impact my expectations for, and relationships with, all students, parents, and colleagues.
3. I will center student voices, interests, and experiences in and out of my classroom. Even while I talk passionately about being inclusive and student-centered in the classroom, I rarely include or center students in conversations about school reform. I must face this contradiction and rededicate to sharing power with my students.
4. I will engage in a self-reflective process to explore how my identity development impacts the way I see and experience different people.
5. I will invite critique from colleagues and accept it openly. I usually do well accepting feedback ... until someone decides to offer me feedback. Though it's easy to become defensive in the face of critique, I will thank the person for their time and courage (it's not easy to critique a colleague). The worst possible scenario is for people to stop providing me feedback, whether positive and negative.
6. I will never stop being a student. If I do not grow, learn, and change at the same rate the world around me is changing, then I necessarily lose touch with the lives and contexts of my students. I must continue to educate myself—to learn from the experiences of my students and their parents, to study current events and their relationship to what I am teaching, and to be challenged by a diversity of perspectives.
7. I will understand the relationship between INTENT and IMPACT. Often, and particularly when I'm in a situation in which I experience some level of privilege, I have the luxury of referring and responding only to what I intended, no matter what impact I've had on somebody. I must take responsibility for and learn from my impact because most individual-level oppression is unintentional. But unintentional oppression hurts just as much as intentional oppression.
8. I will reject the myth of color-blindness. As painful as it may be to admit, I know that I react differently when I'm in a room full of people who share many dimensions of my identity than when I'm in a room full of people who are very different from me. I must be open and honest about that, because those shifts inevitably inform the experiences of people in my classes or workshops. In addition, color-blindness denies people validation of their whole person.
9. I will recognize my own social identity group memberships and how they may affect my students' experiences and learning processes. People do not always experience me the way in which I intend, even if I am an active advocate for all my students. A student's initial reaction to me may be based on a lifetime of experiences, so I must try not to take such reactions personally.
10. I will build coalitions with teachers who are different from me (in terms of race, ethnicity, sexual orientation, gender, religion, first language, disability, and other identities). These can be valuable relationships of trust and honest critique. At the same time, I must not rely on other people to identify my

weaknesses. In particular, in the areas of my identity that I experience privilege, I must not rely on people from historically underprivileged groups to teach me how to improve myself (which is, in and of itself, a practice of privilege).

11. I will improve my skills as a facilitator, so when issues of diversity and equity do arise in the classroom, I can take advantage of the resulting educational opportunities. Too often, I allow these moments to slip away, either because I am uncomfortable with the topic or because I feel unprepared to effectively facilitate my students through it. (I often try to make myself feel better by suggesting that the students "aren't ready" to talk about racism or sexism, or whatever the topic might be, when it's more honest to say that I do not feel ready.) I will hone these skills so that I do not cheat my students out of important conversations and learning opportunities.
12. I will invite critique from my students, and when I do, I will dedicate to listening actively and modeling a willingness to be changed by their presence to the same extent they are necessarily changed by mine.
13. I will think critically about how my preferred learning styles impact my teaching style. I am usually thoughtful about diversifying my teaching style to address the needs of students with a variety of learning styles. Still, I tend to fall back on my most comfortable teaching style most often. I will fight this temptation and work harder to engage all of my students.
14. I will affirm and model an appreciation for *all* forms of intelligence and the wide variety of ways students illustrate understanding and mastery of skills and knowledge.
15. I will reflect on my own experiences as a student and how they inform my teaching. Research indicates that my teaching is most closely informed by my experiences as a student (even more so than my pre-service training). The practice of drawing on these experiences, positive and negative, provides important insights regarding my teaching practice.
16. I will encourage my students to think critically and ask critical questions about all information they receive including that which they receive from me.
17. I will challenge myself to take personal responsibility before looking for fault elsewhere. For example, if I have one student who is falling behind or being disruptive, I will consider what I am doing or not doing that may be contributing to their disengagement before problematizing their behavior or effort.
18. I will acknowledge my role as a social activist. My work changes lives, conferring upon me both tremendous power and tremendous responsibility. Even though I may not identify myself as a social activist, I know that the depth of my impact on society is profound, if only by the sheer number of lives I touch. I must acknowledge and draw on that power and responsibility as a frame for guiding my efforts toward equity and social justice in my work.
19. I will fight for equity for *all* underrepresented or disenfranchised students. Equity is not a game of choice—if I am to advocate education equity, I do not have the luxury of choosing who does or does not have access to it. For example, I cannot effectively fight for racial equity while I fail to confront gender inequity. And I can never be a real advocate for gender equity if I choose to duck the responsibility for ensuring equity for lesbian, gay, and bisexual students. When I find myself justifying my inattention to any group of disenfranchised students due to the worldview or value system into which I was socialized, I know that it is time to reevaluate that worldview or value system.
20. I will **celebrate** myself as an educator and total person. I can, and should, also celebrate every moment I spend in self-critique, however difficult and painful, because it will make me a better educator. And that is something to celebrate!