

Crosswalks Care Package

February 2008

News and Updates

November 12-16 National Association for Multicultural Education (NAME)

If you're interested in a professional development opportunity that is rich in culture and diversity, consider the annual NAME conference. The 2008 event will be held in New Orleans. To submit a proposal, go to the NAME website (<http://www.nameorg.org>), where you will find the call for proposal brochure and the link for submitting your proposal. For your information, the rubric that proposal readers will use is also posted. **The deadline for proposal submissions is March 31, 2008.**

Content Resources

Diversity and Preschool Expulsion

NBCDI's President Carol Brunson Day, Ph.D. was one of four respondents at a Press Conference held January 10, 2008 by New York's Foundation for Child Development, marking the release of a new policy brief, [***Implementing Policies to Reduce the Likelihood of Preschool Expulsion***](#) by Walter S. Gilliam, Ph.D. The original policy brief, [***Prekindergarteners Left Behind: Expulsion Rates in State Prekindergarten Systems***](#), published in May 2005 cited findings that showed that African American children were twice more likely than other children to be expelled from preschool. The study also found that of the African American children expelled, ninety-one percent (91%) were males. Go to <http://www.nbcdi.org/media/jan08press.pdf> to view Dr. Day's press statement about the report. To listen to the audio recording of the press conference, call 1-888-203-1112 (access code 1244349).

Perceptions of Acculturation Within the Preschool Context

This exploratory study by Sandraluz Lara-Cinisomo and Audrey Alforque Thomas examines the mother's perceptions of her preschooler's acculturation process, using qualitative methods to collect data from six Latino immigrant mothers about their own acculturation and that of their preschool child. Results found that three patterns emerged. The study concludes that a mother's perspectives on her child's acculturation processes should not be determined by one time point or a current view. Instead, we should consider the mother's own experiences and attitude toward her child's acculturation process as it changes over time. A longitudinal study that starts at the child's onset of schooling and tracks the primary caregiver's acculturation processes, as well as those of her child, will provide a more accurate picture. This working paper is available at [http://www.rand.org/pubs/working_papers/2007/RAND WR523.pdf](http://www.rand.org/pubs/working_papers/2007/RAND_WR523.pdf)

1620: A Short Video on Testing

Anyone who teaches about authentic and culturally appropriate assessment may enjoy (and want to use) this short YouTube film created by Barry Bachenheimer. It's available at <http://plethoratech.blogspot.com/2007/05/1620.html>

Race Matters Toolkit

This toolkit is designed to help decision-makers, advocates, and elected officials get better results in their work by providing equitable opportunities for all. The approach described in the toolkit deals specifically with policies and practices that contribute to inequitable outcomes for children, families, and communities. The toolkit presents a specific point of view on addressing unequal opportunities by race and simple, results-oriented steps to help you achieve your goals. Tools include a user's guide, PowerPoint presentation, fact sheets and guides. Download at <http://www.aecf.org/KnowledgeCenter/PublicationsSeries/RaceMatters.aspx>

Responding to Student Diversity: Teacher Education and Classroom Practices

Teacher educators from seven European Union countries (Malta, Netherlands, Sweden, Germany, Great Britain, Lithuania, and the Czech Republic) came together to produce multicultural and multimedia teacher education materials for online and face-to-face courses on responding to pupil diversity. The partners came from different disciplines: only one had an inclusive education background; one specialized in differentiated teaching; three in educational psychology; two from the field of learning disability and special education; one from the pedagogy of mathematics; one from the pedagogy of language learning; one from the area of socio-emotional development. There were two common threads: all members were all engaged in teacher education and all were concerned about social justice in education.

The result is three sets of fascinating materials (source book, Teacher's Handbook, Tutor's Manual) which include source material, personal quotes and perspectives from colleagues in the seven countries, activities, handouts, insights and other useful materials for addressing topics that range from multiple intelligences to inclusion. All may be downloaded at no expense from <http://www.dtmp.org/english/>. Click on the desired product in the left hand column. [NOTE: I'm trying to track down the companion DVD with readings and video clips.]

EdChange: Professional Development, Scholarship, & Activism for Diversity, Social Justice and Community Growth

If you aren't familiar with this site, I encourage you to take a look around. Click on **Multicultural Pavilion** to discover activities, handouts, models, quips and quotations, quizzes and other multicultural resources. Select the **Social Justice News Service** to view current news items through a cultural lens. Visit **SoJust.net** to discover the only document history of social justice, civil rights, equity, peace, and activism. Uncover the history of anti-racism, suffrage, the gay rights movement, labor activism, and other movements through historic speeches, song lyrics, poetry, essays, and other documentary artifacts related to social justice. Find all this and more is at <http://www.edchange.org/>.

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