

# Crosswalks Care Package

July 2008

## News and Updates

### *July 22-24* 8<sup>th</sup> National Early Childhood Inclusion Institute

Come to beautiful Chapel Hill to learn about research findings and resources to guide inclusive policy, professional development and practice. Sessions at the three-day institute will focus on developing collaborative relationships and cross-agency systems to support early childhood inclusion, as well as strategies and models to support inclusive services. For details, go to

<http://www.nectac.org/~meetings/inclusionmtg2008/mtghomepage.asp>

### *Oct. 25-28* National Black Child Development Institute Atlanta, GA

<http://www.nbcdi.org/ac>

### *Nov. 12-16* National Association for Multicultural Education (NAME) New Orleans, LA

<http://www.nameorg.org/conferences.html>

## Content Resources

### *Teaching English Language Learners: The Research*

In the summer issue of *American Educator*, the journal of the American Federation of Teachers, Stanford education professor Claude Goldenberg examines two recent reviews of research on educating English Language Learners (ELLs). Currently, one in nine public-school students in K-12 is an ELL, and demographers estimate that in 20 years that proportion could swell to one in four. Goldenberg says the research suggests that teaching students to read in their first language promotes higher levels of reading achievement in English. Another conclusion: What we know about good instruction and curriculum in general holds true for English learners, too. And this: When instructing English learners in English, teachers must modify instruction to take account of students' language limitations. The journal also contains sidebars dealing with what the research does not say (yet), and it includes resources for teachers of ELLs. Download at

[http://www.aft.org/pubs-reports/american\\_educator/issues/summer08/goldenberg.pdf](http://www.aft.org/pubs-reports/american_educator/issues/summer08/goldenberg.pdf).

### *California Early Learning Foundations*

Unlike the typical five domains addressed in state early learning guidelines/standards, California has taken a step that reflects the linguistic diversity of that state. In addition to the Social-Emotional Domain, the Language and Literacy Domain, and the Mathematics Domain, the California Early Learning Foundations address the English-Language Development Domain. Content in this section covers the stages of sequential bilingual language development, addressing listening, speaking, reading, and writing. Examples illustrate what preschool children with home languages other than English often know and are able to do in each phase of a developmental progression. A glossary and references are also very current and helpful. Download at

<http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>.

### *Culturally Responsive Literacy*

The National Center for Culturally Responsive Educational Systems (NCCRESt) has just published an online module entitled Culturally Responsive Literacy. All the materials for presentations and collaborative learning activities are organized into 3 academies that focus on: 1) Defining Culturally Responsive Literacy and the multiple purposes of literacy in students lives; 2) Exploring features of Culturally Responsive Literacy Instruction; and 3) Crossing boundaries of cultural differences in the classroom by creating literacy experiences for all students. Download at [http://nccrest.org/professional/culturally\\_responsive\\_literacy.html](http://nccrest.org/professional/culturally_responsive_literacy.html).

## Instructional Resources

### *Recorded Lullabies in Multiple Languages*

**Languages from the Cradle**, a European Union Lingua project, is compiling the most common lullabies in seven European languages (Czech, Danish, English, Greek, Italian, Romanian, and Turkish) to promote language awareness at a young age. As part of the project, these lullabies are available from the project website (<http://www.lullabies-of-europe.org/>). They will also be available very soon as a DVD, CD, and a book, with relevant language awareness activities, translations, and explanations, which can be used within schools and Kindergartens or by individual families with babies. Additional information on using the lullabies will be included in the project products.

### *Modeling Hispanic-Serving Institutions (HSIs): Campus Practices that Work for Latino Students*

A new report, Modeling Hispanic-Serving Institutions (HSIs): Campus Practices that Work for Latino Students, explores strategies used by institutions with significant Latino enrollments. The report was released by Excelencia in Education and examined six community colleges and six public universities — in California, New York and Texas. The report looked at five topics identified to help Latino students succeed and what the 12 institutions were doing in those areas. Download at [http://www.edexcelencia.org/pdf/ModelingHSIs\\_report.pdf](http://www.edexcelencia.org/pdf/ModelingHSIs_report.pdf).

### *When I Grow Up I Want to be a . . . Moving Beyond Gender Barriers in Our Lives*

Despite the gains of the women's movement over the past few decades, women in the U.S. earn only 77 cents for every dollar men earn, and the percentage of women employed in non-traditional occupations has actually declined in recent years. Women who do forge paths in male-dominated fields often encounter wage discrimination and gender bias on the job. It is critical to make children aware of the gender barriers that still exist for women in our society, so that girls do not unconsciously limit their aspirations and boys understand their role in being advocates for a more gender inclusive world. New resources from the Anti-Defamation League provide guidance for exploring gender role stereotypes, job roles, gender segregation, and pay inequity in the workplace with children K- grade 9. Download the materials at [http://www.adl.org/education/curriculum\\_connections/spring\\_2008/](http://www.adl.org/education/curriculum_connections/spring_2008/)

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