

Crosswalks Care Package

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

January 2009

News and Updates

February 7 Building a Culture of Peace: Integrating Language Teaching and Learning with Social Responsibility -- Sharing Practical Strategies for Understanding and Resolving Conflicts

This is a professional development conference for K-12, adult, and higher education ESL teachers, teacher trainers, administrators, and other educators who work extensively with English language learners. It will be held at George Mason University in Fairfax, VA. The registration fee is modest (\$35). Get details at http://www.tesol.org/s_tesol/sec_document.asp?CID=5&DID=11864

Content Resources

The Changing Face of the United States: The Influence of Culture on Early Child Development

In 2007, ZERO TO THREE conducted a literature search focusing on the influence of culture on child development from birth to age 3 years. This paper by Beth Maschinot summarizes the key findings highlighted in that review and offers resources for practitioners as they strive to address the needs of a growing and diverse population of very young children. Matrices provide summaries of studies referenced and key findings. A thoughtful definition of culture and related understandings is also included. http://www.zerotothree.org/site/DocServer/Culture_book.pdf?docID=6921

A Child Alone and Without Papers

This resource from the Center for Public Policy Priorities reveals what happens to more than 43,000 undocumented, unaccompanied children removed annually from the United States and repatriated to their home countries. Policy analysis and interviews with adults and children in the system revealed the U.S. often compromises children's rights, safety, and well-being, contrary to international law and U.S. child welfare standards. During repatriation, lack of coordination among country-of-origin agencies and inadequate policies and procedures put children at risk.

http://www.crin.org/docs/Repatriation_v8b.pdf

Dual Language Learners in the Early Years: Getting Ready to Succeed in School

The National Clearinghouse for English Language Acquisition produced this paper which summarizes research on best practices in preparing young English Language Learners (ELLs) for success in American schools. Among some of the major points are the following:

- A home environment that is supportive of first-language acquisition is important because reading ability in one's native language is a stronger predictor of second-language reading ability than oral fluency in the second language.

- Teachers' use of children's first language in the classroom does not impede English acquisition. In fact, these teachers tend to have more interactions and closer relationships with ELLs than teachers who are not fluent in the child's home language.

The paper also provides an overview of demographic data on this group of children. Download at <http://www.ncela.gwu.edu/resabout/ecell/earlyyears.pdf>

Modeling Hispanic-Serving Institutions (HSIs): Campus Practices That Work for Latino Students

This brief is designed to identify and describe effective leadership, institutional practices, and guiding principles that can support the success of Hispanic/Latino college students. For states, institutions, administrators, and faculty who are interested in supporting the success of students who are linguistically diverse, this resource may provide some useful insights. Download at

http://www.edexcelencia.org/pdf/ModelingHSIs_report.pdf

Instructional Resources

Moses's Story: Critical Literacy and Social Justice in an Urban Kindergarten

In this article from the Voices of Practitioners section of NAEYC's *Beyond the Journal*, Jeffrey Wood reflects on his teacher research project in his kindergarten classroom. Wood focuses on the value of critical literacy as seen through his work with Moses, a student in his classroom. At this time of increasing language and literacy standards and testing in early childhood education, Wood's literacy project reminds us that wonderful literacy teaching is really about matching our teaching with the cultures, talents and needs of our children. This could be a great instructional resource for addressing a variety of interrelated topics.

<http://www.journal.naeyc.org/btj/vp/VoicesWood.pdf>

Phonological Awareness Is Child's Play!

Authors Hallie Kay Yopp and Ruth Helen Yopp skillfully illustrate the many opportunities we have to integrate cultural and linguistic considerations with content. Within the basic information provided about phonological awareness are embedded ideas for how these skills might (or might not) unfold differently for children whose home languages draw from a different phonological repertoire. Examples, illustrations, and resources all reflect multiple aspects of diversity.

<http://www.journal.naeyc.org/btj/200901/pdf/BTJPhonologicalAwareness.pdf>

One Language, Two Languages, Three Languages...More?

A quick read on basics related to learning new languages and preserving old ones by H. Victoria Prieto. <http://www.journal.naeyc.org/btj/200901/pdf/BTJRockingRolling.pdf>

- Find additional resources and measures related to culture and diversity at the Crosswalks website <http://www.fpg.unc.edu/~scpp/crosswalks/>
- Download past Care Packages at <http://www.fpg.unc.edu/~scpp/crosswalks/pages/carepackages.cfm>
- 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