

Crosswalks Care Package

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

March 2009

News and Updates

Oct. 28 – Nov. 1 **The 19th Annual International Conference of the National Association for Multicultural Education (NAME)**

The theme for 2009 is A Mile High Commitment to Change: Reaching New Heights in Equity and Social Justice throughout the Global Community, and the destination is Denver. The call for online submission of proposals is available at <http://www.nameorg.org/files/09/2009%20Call%20for%20Proposals.pdf>

Content Resources

Teaching Literacy in English to K-5 English Learners

This website offers resources for teachers, administrators, curriculum specialists, and others who face the challenge of providing effective literacy instruction for dual language learners in the elementary grades. The site is organized around five research-based recommendations: screen and monitor students' progress; provide reading interventions; teach vocabulary; develop academic English, and schedule peer learning. Visitors to the site might want to start with the introductory video from the National Assessment of Educational Progress. The research that backs up the recommended practices is available in the essential concepts section. The real meat of the site, however, is in the recommended practices area, where users will find practical information on what works, how it works, and practice tools for doing what works for each of the five recommendations. Included are planning templates, a glossary, and links to related information. To visit, go to http://dww.ed.gov/priority_area/priority_landing.cfm?PA_ID=6

Benefits of Bilingualism in Young Children

An article (http://www.class.uh.edu/psyc/cogdev/__docs/Zero_Yoshida.pdf) in a recent issue of *ZERO TO THREE* reviews the evidence that fostering bilingualism in young children yields important cognitive benefits. Children who grow up exposed to multiple languages learn multiple ways of expressing ideas and concepts. They also have to learn when to shift from using one language to another. Because of these experiences, some research shows that bilingual children are better than their monolingual peers at regulating their thoughts and behaviors and at learning words that have overlapping meanings. The impact on self-regulation not only improves behavior in the classroom; it is also helpful when children have to adjust their thinking to solve novel problems. Finally, the article discusses evidence that the knowledge gained from learning in one's native language can be transferred to another language. This suggests that teaching skills and concepts in the first language of English language learners – assuming they are fluent in that language – may actually benefit their understanding of those skills and concepts in English.

Assessing and Addressing Disparities Faced by Boys and Men of Color

Lois M. Davis authored this California study which identifies some of the greatest disparities for boys and men of color relative to their white counterparts across specific socioeconomic, health, safety, and school readiness indicators in California. The study provides information about different strategies for reducing the disparities—including effective programs, practices, and policies—that can begin making an important difference in changing the life course of boys and men of color. To read more, go to

http://www.rand.org/pubs/monographs/2009/RAND_MG745.pdf

Instructional Resources

Learn the Demographics of Your Community

Children in immigrant families now represent 22 percent of all U.S. children and youth under 18 and 26 percent of all children living in poverty. Learn more about immigrant children and families in the KIDS COUNT Data Center, which offers the latest national, state, and city-level data on more than 100 measures of child well-being, including total number of children living in immigrant families in the United States. For more, go to <http://www.kidscount.org/datacenter/>

Application: Do your students, colleagues, or staff have a handle on the demographics of young children and families in your immediate area? Searching this database could be one way to build an appreciation for aspects of child and family diversity.

Online Opportunities for Meaningful Professional Development: Learning with Wikis & Blogs

In an essay in the Association for Supervision and Curriculum Development's *Educational Leadership*, Bill Ferriter writes that the Internet has the potential to revolutionize professional development for teachers. "Thousands of accomplished educators are now writing blogs about teaching and learning," he points out. "In every content area and grade level and in schools of varying sizes and from different geographic locations, educators are actively reflecting on instruction, challenging assumptions, questioning policies, offering advice, designing solutions, and learning together." This accumulated wisdom, which is driven by personal interests and connected to classroom realities, is available for free. Other educators comment and challenge him on his own blog, prompting further reflection, experimentation, and refinement of his own ideas. Ferriter provides suggested links and tips for getting started as a consumer of and participant in this forum. Read more:

http://www.ascd.org/publications/educational_leadership/feb09/vol66/num05/Learning_with_Blogs_and_Wikis.aspx

Application: Find (or ask students/participants to find) wikis and blogs in which issues related to culturally responsive practices are being discussed.

Charter Schools for Students with Autism?

A bill that would enable up to three new charter schools exclusively for autistic students has advanced through the Colorado legislature.

<http://www.rockymountainnews.com/news/2009/feb/12/bill-would-create-3-charter-schools-autistic-child/>

Application: As a professional development activity, ask participants to research evidence on both sides of this issue (pro = in favor of segregated programs; con = in favor of fully integrated programs). Structure a staged debate in which evidence and arguments are offered to support both sides of this issue. Share all evidence with all participants for use in future advocacy efforts.

- 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