



NATIONAL INSTITUTE FOR
URBAN SCHOOL
IMPROVEMENT

eNEWS



NATIONAL CENTER FOR
Culturally Responsive
Educational Systems



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UPDATE

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NOTICES

FREE TELESEMINAR: DIFFERENCE DOES NOT EQUAL DISABILITY: CREATING CULTURALLY RESPONSIVE EDUCATIONAL SYSTEMS

By Elizabeth Kozleski and Shelley Zion from the National Center for Culturally Responsive Educational Systems (NCCRESt)

Thursday, June 29 at 3:30pm EST, 2:30pm CST, 1:30pm MST, 12:30pm PST, 11:30am AK, 10:30am HI.

This free teleseminar will be 1 hour and 30 minutes long. Participants will receive Power Point slides to view during the seminar and will use a toll free call in number for the audio portion. Participants will have opportunities to ask questions of Ms. Zion and Dr. Kozleski during the presentation.

To register for the teleseminar, please contact Vicki Hornus at vhornus@wested.org. This event is hosted by the LRE-Part B Community of Practice - www.tacommunities.org.

Focus of the session will be on the phenomena of over representation of culturally and linguistically diverse students in special education, from referral to assessment, identification, and placement choices. We will examine the policies, practices, and people that lead to the inappropriate identification of culturally and linguistically diverse students, and set forth an agenda for school reform that will change the ways we look at difference and disability. Highlights will include:

- examining the policies, practices, and people that lead to the inappropriate identification of culturally and linguistically diverse students;
 - introducing a set of tools and activities for school personnel to uncover the cultural assumptions operating in their schools and classrooms; and
 - setting forth an agenda for school reform that will change the ways we look at difference and disability.
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SPOTLIGHT

NEW DATA IN THE DATA MAPS

Check out our new 2004-2005 school year data. We have recently uploaded brand new data to the interactive data maps on our website at <http://niusi.eddata.net>. We now have an impressive collection of 6 years of comparative data from all over the nation. In this website, interactive maps and tables present the distributions of students with disabilities across various disability categories by ethnic/racial category and teacher qualifications to help practitioners and policy makers at the local and state levels understand their own status in relationship to disproportionate representation in special education. As NIUSI and NCCREST help to uncover the various elements that converge to create local and state level conditions in which students from diverse cultural and linguistic backgrounds may be disproportionately represented, the data maps and tables will become more complex.

PEOPLE IN THE NEWS

DR. ELLEN BRANTLINGER

Dr. Ellen Brantlinger, a professor in the Department of Curriculum and Instruction at Indiana University at Bloomington (IUB), is most recognized for her work regarding the middle class and its ability to keep its children in the public school system separate from those living in poverty. She received one of four American Educational Research Association (AERA) Division B (Curriculum and Curriculum Studies) Outstanding Book awards in 2003 for *Dividing Classes: How the Middle Class Negotiates and Rationalizes School Advantage*.

In her professional roles of teacher educator and field experience supervisor, she visited schools and communities in nearby inner city and rural areas. During these visits, she was continuously disheartened by the blatancy of the social class inequities in schooling. Brantlinger felt that schooling did not have a positive impact on children from lower class, neither in short run, nor in overall circumstances of life. A few years ago, Brantlinger and several colleagues, formed a special interest group for the Disabilities Studies in Education and have been active in that organization since then.



She has coordinated the Curriculum Studies Doctoral Program at IUB since 1998. Prior to this, she directed the Undergraduate Special Education Teacher Preparation Program for two decades. Most recently, she taught graduate courses in qualitative inquiry and seminars covering school ethnography and the interaction of schooling and social class. She also taught undergraduate survey and methods courses in special education.

Brantlinger's dissertation was on sexuality and disability and two of her books are in that area. She began to study social class issues when she noticed how discriminatory the local school system was in terms of the treatment received by children depending upon their social class. She also addressed multicultural issues, especially related to special education. She directed the undergraduate special education teacher education program at IUB for almost 20 years and was coordinator of field experiences (spending about 7000 hours doing field supervision); therefore, some of her studies are focused on teacher education. While her dissertation was quantitative in design, much of her research has been completed using qualitative methods. Because of the diversity of her experiences, she has addressed qualitative research in her publications as well as leading doctoral seminars in this area.

Although Ellen has researched and written on such diverse topics as sexuality, sexuality education, social class, ethnicity, gender, disabilities, teacher education, and testing, the connecting thread consistently has been understanding oppression and enabling human rights and social inclusion.

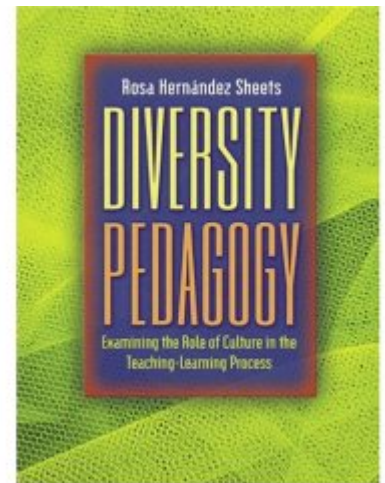
RECOMMENDED READINGS

DIVERSITY PEDAGOGY: EXAMINING THE ROLE OF CULTURE IN THE TEACHING-LEARNING PROCESS

By Rosa Hernandez Sheets

Written by a powerful new voice in the field of multicultural education, Rosa Hernandez Sheets draws from her extensive teaching experience in urban schools to examine the learning issues of diverse student populations from pre-school to high school.

The first in its field to demonstrate and explicate the interconnectedness of culture and cognition to the teaching-learning process, *Diversity Pedagogy: Examining The Role Of Culture In The Teaching-Learning Process* promotes successful services for more students, especially those from underserved communities. This text introduces a new theory called diversity pedagogy. It constructs explicit applications to practice by providing examples of real-life classroom situations throughout, ultimately uniting schooling, culture, and psychology.



TOOLS YOU CAN USE

PRACTITIONER BRIEF

Becoming Culturally Responsive Educators: Rethinking Teacher Education Pedagogy

By Dr. Cathy Kea, North Carolina A&T State University

This practitioner brief critiques some of the contradictions teacher educators face as they prepare teachers to be culturally responsive. This brief has a twofold purpose: (a) to demonstrate the need for rethinking current approaches to teacher education pedagogy and (b) to provide guidelines for developing culturally responsive teacher education pedagogy. The authors tackle one of the most critical contradictions in preservice education, namely the absence of a culturally responsive pedagogy in the implementation of teacher education programs. Guidelines for culturally responsive practices in preservice courses and field placement are presented.

To download this Practitioner Brief go to www.nccrest.org, click on resources and publications, then Practitioner Briefs or follow this [link](#).

ONPOINT

Immigration Then and Now: Old Face, New Story

This OnPoint was written by Rene Galindo from the University of Colorado at Denver and Health Sciences Center. It discusses how urban schools in the United States educate students who speak over 300 different languages. Many of these students or their parents were born in other countries and immigrated to the United States. This phenomenon continues to grow. For instance, in the last decade the Latino immigrant population grew by at least 100% in 22 states. North Carolina is a particularly striking example. There, the population grew by 394% from 77,000 to 377,000. Yet, as a nation, we understand very little about how this influx of new cultures, languages and backgrounds will impact our future together.

One thing seems true. Immigrants bring cultural and intellectual histories that enrich classrooms and learning for all students, particularly in an increasingly global community. Yet, in many schools across this country, the potential for cross-cultural understanding and enrichment is compromised by the challenges that monolingual teachers feel when preparing lessons and curriculum for so many different needs. Engaging this challenge is critical if our nation's schools are to become truly inclusive. An important step in meeting the challenge is understanding the political and social consequences of failing to do so.

This OnPoint is designed to develop understanding about the contexts in which this country has viewed immigration and how these contexts constrain our responses to the new waves of immigration in the United States. We hope that this OnPoint will enrich your understanding of the issues and challenge you to find new ways to meet the needs of your students.

To download this document please visit our website at www.urbanschools.org then click on 'publications' then 'OnPoints' or follow this [link](#).

RESEARCH BASED PRODUCTS

Language Accommodations for English Language Learners in Large-Scale Assessments: Bilingual Dictionaries and Linguistic Modification

How to measure the skills and knowledge of ELLs effectively has been a continuing point of debate for educators. How do we create accurate assessments of students' abilities when their experiences of an academic subject have been in another language? If we account for this difference using accommodations, do the accommodations themselves have an unintended

impact on the results? A study by the National Center for Research on Education, Standards, and Student Testing (CRESST) at the University of California, Los Angeles, measures the effectiveness, validity, differential impact, and feasibility of accommodations for ELLs. To visit the report follow this [link](#).

FEATURED STATE WORK *ALASKA*

NCCRESt, along with the Western Regional Resource Center, hosted a meeting with the Alaska Department of Education on May 8th and 9th. Staff from the three organizations spent the two days reviewing Alaska's disproportionality data and developing a plan for improving outcomes for students with disabilities. On May 10th, the group met with the Governor's Council on Disabilities to present preliminary plans for addressing disproportionality. Alaska will continue to work with NCCRESt and WRRC on developing the plan, looking at additional data, and responding to district needs. The team will convene again at the state wide district special education director's meeting in September to bring this work to the district level. Additionally, Alaska may become the first state to have all of their district data loaded into the NCCRESt GIS data mapping system, showing a picture of disproportionality across all districts in the state.

FEATURED DISTRICT WORK *MEMPHIS CITY SCHOOLS*

Memphis City Schools Exceptional Children and Health Services are collaborating with NIUSI in their efforts to create a more inclusive and integrated educational system. Their goal is to increase the number of children with disabilities who receive more than 60% of their educational day with their non-disabled peers and provide technical assistance to schools in order to determine cause of disproportionality based on disability and/or race. They have identified ten elementary schools to focus their initial efforts on what will be centered on an effective systemic change framework. The action plan includes: concentrated professional development, whole school positive behavior supports, early intervening services, and evidenced-based literacy interventions.

QUOTE OF THE MONTH

"You cannot be responsible for your own family without being responsible for the society and the environment in which they live."

-Justin Dart, Disability Rights Leader, 1930-2002

FEATURED WEBSITE

www.nectac.org

The National Early Childhood Technical Assistance Center (NECTAC) has recently updated their website. They've incorporated a new topical page that currently highlights the 'Good Start,

Grow Smart Initiative'. There is also information on and the agenda for the 6th National Early Childhood Inclusion Institute. Check out their list of recently published OSEP policy letters related to Early Childhood Education and their new Family Corner on the Inclusion and Natural Environments topical webpage. The site also contains audio files from the fall 2005 teleconference series on 'Measuring Early Childhood Outcomes'.

DID YOU KNOW...

...that May is Asian Pacific American Heritage Month? It began as a ten-day celebration proposed in 1977, first by Representatives Frank Horton and Norman Mineta and then by Senators Daniel Inouye and Spark Matsunaga. In 1978, President Jimmy Carter made Pacific/Asian Heritage Week an official observance. The holiday was later expanded into a month-long celebration on May 7, 1990 by President George Bush. The month of May was chosen to commemorate two significant events: the arrival in the U.S. of the first Japanese immigrants on May 7, 1843, and the completion of the transcontinental railroad -- built largely by Chinese immigrants -- on May 10, 1869.

[PBS Teacher Source](#) offers many activities, for all grade levels, to learn about Asian and Pacific-Islander culture, history, immigration, and more.

[Education World](#) provides K-12 lessons and worksheets to teach about Asian and Pacific-Islander heritage.

Students in upper grades can enjoy learning about Hawaiian traditions, through these activities from [Great Performances](#).

UPCOMING EVENTS

THE 2006 CHINA-U.S. EDUCATION LEADERSHIP CONFERENCE

Beijing, People's Republic of China, June 27-30, 2006

www.globalinteractions.org

THE 5TH ANNUAL NATIVE AMERICAN TRAINING AND INFORMATION NETWORK CONFERENCE

Brought to you by The National Native American Families Together Parent Center

Arlington, VA, July 10-11, 2006

<http://www.nativefamilynetwork.com>

THE 2006 I TEACH 1ST! NATIONAL FIRST GRADE TEACHER CONFERENCE

Brought to you by Staff Development for Educators

Orlando, FL, July 10-13, 2006

www.sde.com/Conferences/iteach1st/overview.asp?c1=enews&source=ASCD-2006-05-23-06&kw=NATL-1st

THE 6TH INCLUSION INSTITUTE

Brought to you by The National Early Childhood Technical Assistance Center (NECTAC)

Chapel Hill, NC, July 25-27, 2006

<http://www.nectac.org/~meetings/InclusionMtg2006/mtghomepage.asp>

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