



AUGUST 2006

VOLUME 2, ISSUE 8

TABLE OF CONTENTS

UPDATE

NOTICE

SPOTLIGHT

PEOPLE IN THE NEWS

RECOMMENDED READINGS

TOOLS YOU CAN USE

RESEARCH BASED PRODUCTS

FEATURED STATE WORK

FEATURED DISTRICT WORK

QUOTE OF THE MONTH

FEATURED WEBSITE

DID YOU KNOW ...

UPCOMING EVENTS

UPDATE

This eNEWS is sent formatted in HTML. If the graphics do not display properly, please go to: www.nccrest.org or www.urbanschools.org to view the eNEWS online. Back issues of the eNEWS are also available there.

NOTICE

NATIVE AMERICAN POLITICAL LEADERSHIP PROGRAM

Thanks to the generosity of the SBC Foundation, The George Washington University's Semester In Washington is proud to announce the creation of its Native American Political Leadership Program (NAPLP). The purpose of the NAPLP is to attract bright, energetic Native American college students to Washington's most respected political leadership semester program.

The scholarship program gives qualified Native American undergraduates the opportunity

to spend a semester in the nation's capital while taking classes at GW, participating in hands-on internships and interacting with political leaders and policy makers. The NAPLP includes a series of seminars on Capitol Hill devoted to public policy issues affecting Native American communities, and will play a key role in preparing the next generation of Native American political leaders.

What to Expect from NAPLP at Semester In Washington:

Beginning in January 2006, qualified Native American students will receive individual scholarships to cover tuition, fees, housing, books and other expenses. As a participant in Semester In Washington, you will be immersed in the American political process and will learn how public policy decisions are made, how legislation is created, how our government operates and how democratic policies function in a free society.

You will return to your campus knowing what it takes to win elections, form coalitions, pass legislation and influence public opinion. You will be better informed about how politics works and more aware of how you can influence those processes to improve your tribal government and your community. Semester In Washington graduates have gone on to positions of responsibility on Capitol Hill, in state and local governments, in the political consulting profession, in public affairs and public relations, and in the media.

HOW TO APPLY

Interested students who are enrolled members of a Native American tribe may apply online or by downloading and mailing the application to SIW Admissions, The George Washington University, 1922 F Street, NW, Room 404-A, Washington, DC 20052. For further information, call (202)994-8908 or, toll-free, (800)467-4776 or email us at NAPLP@gwu.edu.

Application Deadline for Spring 2007 admission is October 1, 2006. Currently, the NAPLP Scholarship is offered during the Spring semester only.

SPOTLIGHT **FORUM UPDATE**

NCCRESt would like to announce a stellar lineup of keynote speakers for the National Forum on February 7th, 8th, and 9th 2007. Confirmed Keynote speakers include **Robert Moses, Sarah Lawrence Lightfoot, Pedro Noguera, and Sonia Nieto**. New information about the Forum is posted weekly on the NCCRESt website, www.nccrest.org. Watch the site, as registration will open soon, and don't forget to get your session proposals submitted!

PEOPLE IN THE NEWS **GLORIA LADSON-BILLINGS**

Gloria Ladson-Billings is the Kellner Family Professor of Urban Education in the Department of Curriculum & Instruction at the University of Wisconsin-Madison and the 2005-2006

president of the American Educational Research Association. Ladson-Billings' research examines the pedagogical practices of teachers who are successful with African American students. She also investigates Critical Race Theory applications to education. She is the author of the critically acclaimed book, *The Dreamkeepers: Successful Teachers of African-American Children*, *Crossing over to Canaan: The Journey of New Teachers in Diverse Classrooms*. In this book she examined eight outstanding teachers who differ in personal style but approach teaching to affirm cultural identity. "The quest for quality education remains an elusive dream for the African American community. However, it does remain a dream—perhaps the most powerful for the people of African descent in this nation," she wrote. She is also the former editor of the *American Educational Research Journal* and a member of several editorial boards. Her work has won numerous scholarly awards including the H. I. Romnes faculty fellowship, the Spencer Post-doctoral Fellowship, and the Palmer O. Johnson Outstanding research award. In 2002 she was awarded an honorary doctorate from Umeå University in Umeå, Sweden and in 2003-2004 was a fellow at the Center for Advanced Study in the Behavioral Sciences at Stanford University. She is the 2004 recipient of the George and Louise Spindler Award for ongoing contributions in educational anthropology, given by the Council on Anthropology & Education of the American Anthropological Association. In the spring of 2005 she was elected to the National Academy of Education.



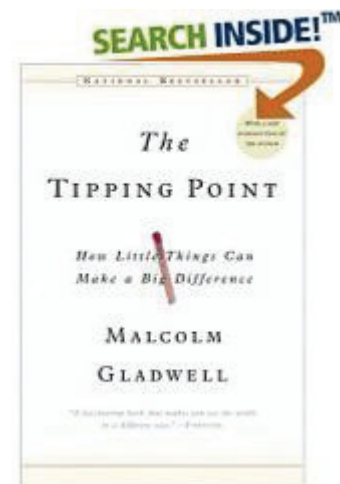
RECOMMENDED READINGS

THE TIPPING POINT: HOW LITTLE THINGS CAN MAKE A BIG DIFFERENCE

By Malcolm Gladwell

The premise of this facile piece of pop sociology has built-in appeal: little changes can have big effects; when small numbers of people start behaving differently, that behavior can ripple outward until a critical mass or "tipping point" is reached, changing the world. Gladwell's thesis that ideas, products, messages and behaviors "spread just like viruses do" remains a metaphor as he follows the growth of "word-of-mouth epidemics" triggered with the help of three pivotal types. These are Connectors, sociable personalities who bring people together; Mavens, who like to pass along knowledge; and Salesmen, adept at persuading the unenlightened.

(Paul Revere, for example, was a Maven and a Connector). Gladwell's applications of his "tipping point" concept to current phenomena—such as the drop in violent crime in New York, the rebirth of Hush Puppies suede shoes as a suburban mall favorite, teenage suicide patterns and the efficiency of small work units—may arouse controversy. For example, many parents may be alarmed at his advice on drugs: since teenagers' experimentation with drugs, including cocaine, seldom leads to hardcore use, he contends, "We have to stop fighting this kind of experimentation. We have to accept it and even embrace it." While it offers a smorgasbord of intriguing snippets summarizing research on topics such as conversational patterns, infants' crib talk, judging other people's character, cheating habits in schoolchildren, memory sharing among families or couples, and the dehumanizing effects of prisons, this volume betrays its roots as a series of articles for the



New Yorker, where Gladwell is a staff writer: his trendy material feels bloated and insubstantial in book form.

It's a book about change. In particular, it's a book that presents a new way of understanding why change so often happens as quickly and as unexpectedly as it does.

TOOLS YOU CAN USE

PRACTITIONER BRIEF

Preventing Disproportionate Representation: Culturally and Linguistically Responsive Prereferral Interventions

By Shernaz Garcia, The University of Texas at Austin

Alba Ortiz, The University of Texas at Austin

Garcia and Ortiz describe a model to prevent inappropriate referrals of diverse learners to special education. They describe a comprehensive model that includes strategies to create a responsive school atmosphere and the design of support systems in general education that will enable educators to refer diverse learners to special education only after a multi-tiered intervention system has been implemented.

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

ONPOINT

Cultural Identity and Teaching

By Kim Kennedy White, Metropolitan State College

Shelley Zion, University of Colorado at Denver

Elizabeth Kozleski, University of Colorado at Denver

Cultural Identity and Teaching

This OnPoint is the second in a series of three OnPoints that explore issues around culture and teaching. This On Point focuses on teacher's identity. It emphasizes that understanding ones own cultural background, and connecting that background to that of the students in ones classroom as one explores the connections one has and the different ways one might look at things creates a rich learning environment in which the teacher and students can all participate, be valued, and learn.

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

INCLUSIVE SCHOOLING PRACTICES: FROM WHY TO HOW THEORY INTO PRACTICE, SUMMER 2006, VOL. 45, NO. 3

Inclusive education provides opportunities for students with disabilities to acquire skills, enhance their communication, and make friends. Inclusive education also ensures that

students without disabilities experience and appreciate at least one form of diversity. What then do we mean by inclusive education? Generally, inclusive education means that students with disabilities attend their home school with their age and grade peers and are educated in regular classes with appropriate supports and services. Related services, such as speech or physical therapy, are provided within the context of the general education class, rather than being offered in the more traditional pull-out model.

Students continue to address IEP goals, but skills and objectives are infused within the curriculum everyone else uses. Inclusive education also means more broadly defining how students can demonstrate their mastery of content. Examples include the student completing a shorter assignment or using assistive technology to access a specific activity. Thus, special education becomes a series of supports and services that can be provided in a variety of general education settings instead of it being defined as a specific placement. Educators and parents today generally acknowledge that students with disabilities must access the general education curriculum in the regular classroom if we are to ensure that no child is left behind. The real issue today is how to make inclusive schooling a reality for students.

The authors in this issue are: Nancy Frey; Rachel E. Janney and Martha E. Snell; Rebecca Bond and Elizabeth Castagnera; Nancy K. French and Ritu V. Chopra; Jacqueline S. Thousand, Richard A. Villa, and Ann I. Nevin; Diane M. Browder, Shawnee Y. Wakeman, and Claudia Flowers; Alfredo J. Artiles, Nancy Murri, and Dalia Rostenberg; James McLeskey and Nancy L. Waldron; Virginia Roach and Christine Salisbury.

Theory Into Practice is the peer-reviewed, scholarly journal owned by The Ohio State University's College of Education and Human Ecology and published by Lawrence Erlbaum Associates.

For further information on subscriptions, CDs, and back issue orders for Theory Into Practice contact:

Lawrence Erlbaum Associates, Inc.

Journal Subscription Department

10 Industrial Avenue

Mahwah, NJ 07430-2262

Tel: 1-800-926-6579; Fax: 201-760-3735; E-mail: journals@erlbaum.com

www.erlbaum.com

FEATURED STATE WORK WISCONSIN

On August 15th, 16th, and 17th the state of Wisconsin hosted a summer institute for the districts that it has identified as disproportionate. Teams from 25 districts, including both general and special education personnel, attended and participated in planning for the coming year. The first day and a half of the institute featured keynote speakers and breakout sessions to share promising practices. Keynote speakers included Dan Losen, Jeffery Lewis, Alan Coulter, and Janette Klingner. On the afternoon of the second day, and the third day districts engaged in facilitated planning while CESA and REACH mentors received training on the NCCRESt Professional Development Module *Understanding Culture*.

FEATURED DISTRICT WORK **HACIENDA LA PUENTE**

Staff from the National Institute for Urban School Improvement (NIUSI) spent three days in Hacienda La Puente Unified School District conducting training for middle and high school teaching teams on co-teaching for inclusive schools. 25 co-teaching teams attended the three day session, and learned how to plan and implement co-teaching in their classrooms. The district is using co-teaching as one tool to create more inclusive school and classroom environments

QUOTE OF THE MONTH

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."

-Margaret Mead

FEATURED WEBSITE [HTTP://SERIWEB.COM/SERIHOME.HTM](http://seriweb.com/serihome.htm)

SERI: SPECIAL EDUCATION RESOURCE ON THE INTERNET

Special Education Resources on the Internet (SERI) is a collection of Internet accessible information resources of interest to those involved in the fields related to Special Education. This collection exists in order to make on-line Special Education resources more easily and readily available in one location. This site will continually modify, update, and add additional informative links.

DID YOU KNOW ...

...the ADL has recently come out with an easy to use pamphlet, *Positive Impact: Tools for Respecting Differences*. Whether you act individually, or as part of a group, you can help effect real change and create an environment where diversity is respected and hatred is rejected. This guide gives you specific ideas and activities that you can pursue in your home, your school, your house of worship, your workplace and your community. You can make a **Positive Impact!** Freedom from bigotry and discrimination is a basic right that everyone should be able to take for granted. Unfortunately, whether through fear or ignorance, prejudice and hate are still very much present in our world today.

The Anti-Defamation League, founded in 1913, is one of the nation's premier human relations and civil rights agencies and is dedicated in purpose and program to combating anti-Semitism and all forms of bigotry, defending democratic ideals and protecting civil rights for all. To download this pamphlet follow this link...



UPCOMING EVENTS

2ND ANNUAL NATIONAL FORUM: LEADERSHIP FOR EQUITY AND EXCELLENCE: TRANSFORMING EDUCATION

Brought to you by the National Center for Culturally Responsive Educational Systems (NCCREST)

Denver, CO, February 7-9, 2007

http://www.nccrest.org/events/events/national_forum_2.html

1ST NATIONAL CONFERENCE ON MENTORING YOUTH WITH DISABILITIES

Brought to you by the U.S. Department of Labor, Office of Disability Employment Policy

Boston, MA, September 13-15, 2006

<http://www.regonline.com/eventinfo.asp?eventid=94889>

WORKING WITH CHALLENGING CHILDREN: A BEHAVIOR MANAGEMENT TELECONFERENCE-TRAINING

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

September 15, 2006 10am-12pm PST

www.nativefamilynetwork.com

NATIONAL ACCOUNTABILITY CONFERENCE ON SPECIAL EDUCATION AND EARLY INTERVENTION

Denver, CO, September 18-19, 2006

<http://www.rfcnetwork.org/content/view/288/373>

22ND ANNUAL INTERNATIONAL CONFERENCE ON YOUNG CHILDREN WITH SPECIAL NEEDS AND THEIR FAMILIES

Brought to you by the Division of Early Childhood of the Council for Exceptional Children

Little Rock, AR, October 20-21, 2006

http://www.dec-sped.org/conference_05/about_the_conference.html

CADRE FOURTH NATIONAL SYMPOSIUM

Washington DC, December 7-9, 2006

<http://www.directionservice.org/cadre/>

NIUSI PHONE: 303.556.3990
NIUSI FAX: 303.556.6141
NIUSI EMAIL: NIUSI@CUDENVER.EDU
NIUSI WEBSITE: WWW.URBANSCHOOLS.ORG

NCCREST PHONE: 303.556.8449
NCCREST FAX: 303.556.6141
NCCREST EMAIL: NCCREST@CUDENVER.EDU
NCCREST WEBSITE: WWW.NCCREST.ORG

The National Center for Culturally Responsive Educational Systems and the National Institute for Urban School Improvement is funded by the U.S. Department of Education, Office of Special Education Programs (OSEP). NIUSI Award No. H326B020002. Project Officer: Anne Smith. NCCREST Award No. H326E020003. Project Officer: Grace Zamora Durán.

