



National Child Care Information Center

A service of the Child Care Bureau



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CULTURALLY and LINGUISTICALLY RESPONSIVE TEACHING

The following selected resources provide information about culturally and linguistically responsive teaching for professionals working with children of diverse backgrounds. The selected publications include information about curriculum and teacher preparation.

Publications

- *Early Developments 2004: Diversity* (Spring 2004), Volume 8 No.1, published by the Frank Porter Graham (FPG) Child Development Institute, highlights some of the work developed at FPG regarding cultural diversity and early childhood education. This resource is available on the Web at <http://www.fpg.unc.edu/~ncedl/pages/products.cfm>.
- *Pursuing the Promise: Addressing Equity, Access and Diversity in After School and Youth Programs* (July 2003), by California Tomorrow, examines equity, access, and diversity trends in the fields of after-school and youth development, as well as recommendations for programming, technical assistance, research and policy. It includes the voices of children, youth, program staff and directors, parents, policy-makers and community leaders, and highlights both challenges and promising strategies in the field. This report is a comprehensive reference for those who wish to use after-school programs to enhance the lives of all young people, families, and communities. This resource is available from California Tomorrow at 510-496-0220 or on the Web at <http://www.californiatomorrow.org>.
- *ZERO TO THREE: Culture and Caregiving: Goals, Expectations, & Conflict* (May 2003), Volume 23 No. 5, this issue of Zero to Three explores tensions that occur as individual and group (or family and program) assumptions about child development and existing child-rearing practices meet face to face. The articles provide insights about ways in which families and program staff influence each other's caregiving goals and practices. A sample of the articles in this publication is available on the Web at http://www.zerotothree.org/ztt_professionals.html. To order a copy of the journal contact ZERO TO THREE at 800-899-4301 or on the Web at http://www.zerotothree.org/ztt_journal.html.
- *Our Roots, Our Future: Affirming Culture and Language in After School and Youth Programs* (2002), by Jhumpa Bhattacharya, Ann Jaramillo, Lisette Lopez, Laurie Olsen, Amy Scharf, and Mona Shah, by California Tomorrow, contains inspiring stories of promising practices along with an exclusive set of practical tools and activities to support program reflection and development. Included are the moving voices of youth and an informative framework speaking to the importance of culture and language in the lives of young people. Find out about diversity trends in the field by reading the results of California Tomorrow's national survey of after school programs. Learn effective strategies for working with English Language

Learners, and expand your capacity to support youth of color and young people of all cultures. To order a copy of this publication contact California Tomorrow at 510-496-0220 or on the Web at <http://www.californiatomorrow.org/>.

■ *Skilled Dialogue Strategies for Responding to Cultural Diversity in Early Childhood* (January 2003), by Isaura Barrera, Robert M. Corso, and Dianne Macpherson, presents a field-tested model for positive interaction called “Skilled Dialogue” that provides the social and linguistic tools for responding to cultural diversity. This resource can be ordered from Brookes Publishing Co. at 800-638-3775 or on the Web at <http://www.brookespublishing.com>.

■ “Understanding the Impact of Language Differences on Classroom Behavior” (2002), a *What Works Brief* No. 2, by R.M. Santos and M.M. Ostrosky, published by the Center on the Social and Emotional Foundations for Early Learning, is part of a continuing series of short, “how to” information packets on a variety of evidence-based practices, strategies, and intervention procedures, which are designed to help teachers support young children’s social and emotional development. This brief highlights some of the typical problems a young child whose first language is not English may exhibit in an English-speaking classroom. This resource is available on the Web at <http://csefel.uiuc.edu/briefs/wwb2.pdf>.

■ *Resource Guide: Selected Early Childhood Early Intervention Training Materials: Eleventh Edition* (2002), by Camille Catlett, Pamela J. Winton, Anna Mitchell, published by Frank Porter Graham Child Development Institute, identifies and describes teaching, training, and staff development materials that assist trainers, supervisors, educators, and other personnel preparation decision-makers in designing quality preservice and inservice early childhood education experiences. The guide is divided into two sections, materials on instructional content and materials on instructional process. The section on instructional content provides annotated listings of materials addressing 14 early childhood education and intervention areas: assistive technology, diversity, early care and development, evaluation/assessment, family and professional collaborations, individual education plans (IFSP/IEP), inclusion, interagency collaboration, legislation, service coordination, specific populations, State planning and resource development, teamwork, and transitions. The section on instructional process describes resources that enrich the design of quality family and personnel preparation and development efforts. Each resource is described in the terms of title, author or editor, content description, cost, and contact information (as applicable). The appendices include title and author indices and a supplemental resource source list. This resource is available on the Web at <http://www.fpg.unc.edu/~scpp/pdfs/rguide.pdf>.

■ *Culturally Responsive Teaching: Theory, Research, and Practice* (2000), by Geneva Gay, published by Teachers College Press, explores why students from different racial backgrounds who are successful in many contexts outside school are unsuccessful in school. The book attempts to answer the question and suggests ways in which minority student underachievement can be attenuated. The assertion is made that teaching needs to be responsive to a child’s culture for it to be effective. A summary of the book is available on the Web at <http://www.aaanet.org/cae/aeq/br/gay.htm>. This book can be ordered from Teachers College Press by calling 800-575-6566 or on the Web at <http://store.tpress.com/0807739545.shtml>.

■ *Creating Highly Motivating Classrooms for All Students: A Schoolwide Approach to Powerful Teaching with Diverse Learners* (2000), by Margery B. Ginsberg and Raymond J. Wlodkowski, published by Jossey-Bass, is based on the dual notion that all students are motivated to learn and that the role of teachers is to encourage, elicit, and support the desire to learn. The book is drawn from a synthesis of research and literature on learning theories, cultural studies, and teaching practice to describe the components of a culturally responsive school and pedagogy. It also develops practical strategies for applying the “Motivational Framework for Culturally Responsive Teaching.” This book can currently be ordered from Wiley Publishers by calling 877-762-2974 or on the Web at <http://www.wiley.com/WileyCDA/WileyTitle/productCd-0787943304.html>.

■ “Understanding and Negotiating Cultural Differences Concerning Early Developmental Competence: The Six Raisin Solution” (December 1999/January 2000), in *ZERO TO THREE*, by Vivian J. Carlson and Robin L. Harwood, describes a staff development model that is designed to help practitioners who work with infants, young children, and their families build more collaborative and effective cross-cultural relationships. The model presented has been tested with several groups of practitioners, including regular and special education early childhood teachers and paraprofessionals as well as physical, occupational, and speech/language therapists. The content of the training is based upon current cultural research and provides insight into cultural variations in parenting and describes culturally diverse pathways to developmental competence. This resource is available on the Web at http://www.zerotothree.org/ztt_journal.html.

■ *Bilingual Children’s Mother Tongue: Why Is It Important for Education?* (1999), by Jim Cummins, University of Toronto, discusses the positive effects of bilingualism on children’s linguistic and educational development. This resource is available on the Web at <http://www.iteachilearn.com/cummins/mother.htm>.

■ *A Place to Begin: Working With Parents on Issues of Diversity* (January 1999), by Dora Pulido-Tobiassen and Janet Gonzalez-Mena, published by California Tomorrow addresses issues of diversity. The people of the United States and especially California are growing more and more diverse (racially, culturally, and linguistically). Parents and professionals who work to support families have the potential to foster a generation that is able to live together in equity and harmony. The book suggests ways to recognize the differences within families, how they function, and their beliefs and expectations for their children. The principles and the core content of the book focus on responding to questions about how children see themselves within and outside their families. Ten quick ways to check for racism and sexism in children’s books are listed, along with a list of books for young children on diversity. To order a copy of this book, contact California Tomorrow at 415-441-7631 or on the Web at <http://www.californiatomorrow.org/>.

■ *Responding to Linguistic and Cultural Diversity: Recommendations for Early Childhood Educations* (1995), by the National Association for the Education of Young Children (NAEYC), is a position paper that acknowledges and responds to the importance of a child’s home language and culture in the education setting. This resource is available on the Web at http://www.naeyc.org/resources/position_statements/psdiv98.pdf.

■ “The Critical Importance of Cultural and Linguistic Continuity for Infants and Toddlers” (October/November 1994), in *ZERO TO THREE*, by Hedy Nai-Lin Chang and Dora Pulido, explores various strategies that ensure a child’s caregiving environment is culturally and linguistically appropriate to his/her needs. Strategies discussed include using child care providers that share the child’s cultural background, drawing on the cultural expertise of staff, developing cultural awareness and sensitivity, and rethinking the language of care. The article emphasizes the importance of continuity between the child’s home and the caregiver’s environment and states:

Children between birth and two years of age are in the midst of forming the core of their identity. They are just beginning to acquire preferences and beliefs. The development of this identity occurs in large part by incorporating the views held by the adults who care for them. If the views of those adults are negative and inconsistent with the values of the family and community, the impact on a child’s sense of identity could be devastating. (page 1)

This article is available on the Web at

http://www.californiatomorrow.org/files/pdfs/Cultural_Linguistic_Continuity.pdf.

■ *The Framework for Curriculum Development*, by Beverly J. Armento, by Washington Center, Washington Center for Improving the Quality of Undergraduate Education, Evergreen State College, discusses the various challenges and principles involved in developing a culturally responsive curriculum. It states:

Cultural and linguistic familiarity with instructional examples facilitates understanding and interest. Appealing to one’s prior knowledge and to one’s life experiences enables students to connect with new information and skills, and to see reasons for learning. Students should be able to access and derive their own examples of ideas, also, and should be developing not only skills to locate and generate representatives, but also the analytical skills of assessing the accuracy and adequacy of examples. (page 1)

This resource is available on the Web at

<http://www.evergreen.edu/washcenter/FrameworkCurriculum.htm>.

National Organizations

The following national organizations provide resources to assist professionals in serving children and families with cultural and linguistic diverse backgrounds.

- **Early Childhood Equity Alliance (ECEA)**
1403 34th Avenue
Seattle, WA 98122
206-324-4744
World Wide Web: <http://www.rootsforchange.net>

ECEA nurtures and connects people engaged in racial and social justice education and action with and for young children, families and communities. It focuses on four areas of work: (1) to end isolation and strengthen ties by creating ways for individuals and groups to share resources, strategies and lessons learned; (2) to support local education, leadership, and actions to strengthen communities and create places where all children belong, grow, and learn; (3) to expand the knowledge-base for change by initiating and supporting participatory action research; and (4) to support the first three goals by maintaining and strengthening ECEA's structures and capacity. A number of resources are available from their Web site for teachers working with linguistically and culturally diverse young children. The Web site is also available in Spanish.

■ **Early Childhood Research Institute on Culturally and Linguistically Appropriate Services (the CLAS Institute)**

University of Illinois at Urbana-Champaign
61 Children's Research Center
51 Gerty Drive
Champaign, IL 61821
800-583-4135

World Wide Web: <http://clas.uiuc.edu/>

The CLAS Institute identifies, evaluates, and promotes effective and appropriate early intervention practices and preschool practices that are sensitive to and respectful of children and families from culturally- and linguistically-diverse backgrounds. CLAS provides a number of publications that can be used by early childhood/special education practitioners to help them select culturally and linguistically appropriate materials. The CLAS Web site also has a database of materials describing culturally and linguistically appropriate practices for early childhood/early intervention services. The Web site is also available in Spanish.

■ **National Black Child Development Institute (NBCDI)**

1101 15th Street NW, Suite 900
Washington, DC 20005
202-833-2220 or 800-556-2234

World Wide Web: <http://www.nbcdi.org>

NBCDI is dedicated to improving the quality of life for African American children and youth. NBCDI houses the African American Early Childhood Resource Center, a clearinghouse and networking hub for enhancing the diversity of early care and education leadership and improving the quality of early childhood education practices.

■ **National Latino Children's Institute (NLCI)**

320 El Paso
San Antonio, TX 78207
210-228-9997

World Wide Web: <http://www.nlci.org>

NLCI develops materials to encourage expansion of child care and Head Start programs for Latino children and works for development of culturally and linguistically relevant materials and bilingual, bicultural professionals to work as teachers, translators, and child care providers.

■ **National Association for Multicultural Education (NAME)**

733 Fifteenth Street NW, Suite 430

Washington, DC 20005

202-628-6263

World Wide Web: <http://www.nameorg.org>

NAME was founded to bring together individuals from all academic levels and disciplines and diverse educational institutions, and other organizations, occupations, and communities who have an interest in multicultural education. NAME believes that multicultural education promotes equity for all regardless of culture, ethnicity, race, language, age, gender, sexual orientation, belief system or exceptionality, and that multicultural education enables the individual to believe in his/her own intrinsic worth and culture. NAME provides publications and resources for working with culturally diverse children as well as links to other organizations committed to diversity in education.

Publishers

■ **Brookes Publishing Co.**

Customer Service Department

P.O. Box 10624

Baltimore, MD 21285-0624

World Wide Web: <http://www.pbrookes.com/>

Brookes publishes textbooks, professional references, practical handbooks, curricula, assessment tools, family guidebooks, and videos in the following subject areas: early childhood, early intervention, inclusive and special education, developmental disabilities, learning disabilities, literacy, communication and language, behavior, and mental health.

■ **Redleaf Press**

450 North Syndicate, Suite 5

St. Paul, MN 55104-4125

800-423-8309

World Wide Web: <http://www.redleafpress.org>

Redleaf Press is a division of Resources for Child Caring, a nationally recognized nonprofit (501(c)(3)) organization specializing in issues related to child care. Their mission is to advance quality care and education of children in their crucial early years. They offer a variety of services and programs that support child care professionals, parents, and diverse communities in nurturing young children. Redleaf Press materials are aimed at teachers with multiple levels of training. In addition Redleaf Press has a backlist of eleven unique children's books, all of which have four-color original artwork and are presented in English and Spanish. Redleaf Press has several publications on anti-bias, diversity, and culture.

- **Teachers College Press**
Teachers College Press
1234 Amsterdam Avenue
New York, NY 10027
212-678-3929

World Wide Web: <http://www.teacherscollegepress.com/index.html>

The Teachers College Press publishing program seeks to open and expand the dialogue between theory and practice by looking at education, learning, and teaching in diverse ways; explore the tension between the academy and the public school; challenge assumptions that devalue the quality of the educational experience at all levels of schooling; and provide substantive resources for all of the participants in the education process (teachers, teacher educators, researchers, academics, administrators, school board members, policy-makers, parents, and students).

The National Child Care Information Center does not endorse any organization, publication, or resource.