

APPENDIX D, RESOURCES FOR RESPECTING DIVERSITY

Websites

Building Bridges: Respecting Diversity within our Community.

<http://www.buildingbridges-asheville.org/>

The mission of Building Bridges is to enable the Asheville, NC community to confront and overcome racism through a continuing process of changing attitudes and hearts through education, consciousness-raising, nurturing, and on-going support.

CAST: Transforming Education through Universal Design.

<http://www.cast.org/index.html>

CAST is an educational research & development organization that works to expand learning opportunities for all individuals, especially those with disabilities, through Universal Design for Learning (UDL), a framework for making curriculum more inclusive. On the website you can learn all about UDL including the latest research and development as well as professional development opportunities. The website also features a variety free multimedia learning tools and a library.

Center for Research on Education, Diversity, and Excellence (CREDE).

<http://www.cal.org/crede/>

CREDE conducts research to develop effective educational practices for linguistic and cultural minority students, including those placed at risk by factors of race, poverty, and geographic location. The website features numerous publications including research and educational practice reports, research and practitioner briefs, multimedia resources, digests, directories, and a newsletter.

Creating an Anti-Bias Learning Environment.

http://www.adl.org/education/default_anti_bias.asp

This section of the Anti-Defamation League's website includes a checklist, tips and ideas, and a list of resources for creating anti-bias learning environments. It also provides documents on talking with students about diversity and bias and responding to prejudice in the classroom.

Critical Issue: Meeting the Diverse Needs of Young Children.

<http://www.ncrel.org/sdrs/areas/issues/students/earlycl/ea400.htm>

Offers key concepts for educators and families along with illustrative cases and national organizations for additional information.

Cultural Competence.

<http://cecp.air.org/cultural/default.htm>

This mini informational website from the Center for Effective Collaboration and Practice discusses the whats and whys of cultural competence. It also takes a look at what others are doing and how cultural competence is integrated in education and much more.

Dimensions of Diversity: Online Diversity Resource Guide.

<http://diversityeducation.cas.psu.edu/OnLineResources.html#Families>

This guide provides information on diversity-related curriculum, guides, and papers for youth and adults.

DEC Recommended Practice: Parent Checklist for Special Needs.

http://www.education.com/reference/article/Ref_Parent_Checklist/

EdChange.

<http://www.edchange.org/>

Professional development, research, and resources for diversity, multiculturalism, and cultural competence.

The Institute on Race & Poverty (IRP).

<http://www.irpumn.org/>

Investigates the ways that policies and practices disproportionately affect people of color and the disadvantaged.

INTIME ME: Multicultural Education.

<http://www.intime.uni.edu/multiculture/index.htm>

The mission of INTIME is to help educators improve student learning at all levels and in all content areas. This section of the website explores multicultural considerations in teacher preparation and education.

NAEYC (National Association for the Education of Young Children).

<http://www.naeyc.org/files/naeyc/file/positions/PSDIV98.PDF>

NAEYC's position statement on Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education.

National Association for Multicultural Education.

<http://nameorg.org/>

NAME is a non-profit organization that advances and advocates for equity and social justice through multicultural education.

National Center for Cultural Competence (NCCC).

<http://nccc.georgetown.edu/>

The NCCC is a component of the Georgetown University Center for Child and Human Development. It provides training, technical assistance, and consultation; and creates tools, resources, and other supports to promote and sustain cultural and linguistic competency. This website outlines NCCC's definition, conceptual framework, guiding values and principles of cultural competence. It also includes self-assessments, promising practices, distance learning opportunities, and links to other resources.

National Early Childhood Technical Assistance Center (NECTAC).

<http://www.nectac.org>

NECTAC is a program of the FPG Child Development Institute and is supported by the US Department of Education's Office of Special Education Programs. NECTAC works to support states, jurisdictions and others to improve services and results for young children with disabilities and their families. The site provides information and resources on early childhood policies, research, practices, legislation, and much more.

OSEP Ideas That Work, US Office of Special Education Programs.

<http://osepideasthatwork.org/index.asp>

The Office of Special Education Programs (OSEP) is dedicated to improving results for infants, toddlers, children and youth with disabilities ages birth through 21. This web site is designed to provide easy access to information from research to practice initiatives funded by OSEP that address the provisions of IDEA and NCLB. This web site will include resources, links, and other important information that supports OSEP's research to practice efforts.

Teaching Diverse Learners.

<http://www.alliance.brown.edu/tdl/>

This website is dedicated to enhancing the capacity of teachers to work effectively and equitably with English language learners (ELLs). It provides access to information -- publications, educational materials, and the work of experts in the field -- that promotes high achievement for ELLs.

Teaching Tolerance: A Project of the Southern Poverty Law Center.

<http://www.tolerance.org/>

A place to find thought-provoking news, conversation, and support for those who care about diversity, equal opportunity, and respect for differences in schools and communities. This site includes professional development resources, kits, lessons and activities, and a magazine.

The W. K. Kellogg Foundation.

<http://ww2.wkkf.org/Pubs/CustomPubs/CPtoolkit/cptoolkit/Sec3-Including.htm>

Provides information regarding diversity training, cultural competence, cultural celebrations, and issues of power.

Articles & Reports

Equity in Special Education Placement: A School Self- Assessment Guide for Culturally Responsive Practice.

http://www.spannj.org/pti/Equity_in_Special_Ed_Placement_Self_Assessment.pdf

This is a comprehensive measure for administrators and is similar to the HighScope Ready School Assessment with a particular focus on equity and culturally responsive practices.

Espinosa, L. M. **Challenging Common Myths About Young English Language Learners.** January 2008. FCD Advancing PreK-3rd Series No. 8.

<http://www.fcd-us.org/resources/challenging-common-myths-about-young-english-language-learners>

Challenges six commonly held beliefs about the development of young children who are learning English as their second language and presents research evidence drawing from a variety of disciplines that can better shape education policies for all children.

An Overview of Diversity Awareness. 2001. Pennsylvania State University.

<http://pubs.cas.psu.edu/freepubs/pdfs/ui362.pdf>

This publication provides an overview of the concept of cultural diversity and can help you become more aware of the various dimensions of diversity as well as your own cultural identity, attitudes, perceptions, and feelings about various aspects of diversity.

Russakoff, Dale. **PreK-3rd: Raising the Educational Performance of English Language Learners (ELLs).** January 2011. PreK-3rd Policy to Action Brief: #6.

<http://www.fcd-us.org/resources/prek-3rd-raising-educational-performance-english-language-learners-ells>

This brief spotlights major issues facing those taking up this challenge and offers them emerging policy solutions. The primary focus will be on the 75 percent of ELLs who speak Spanish, and who are believed by scholars to be at high risk for school failure.

Books

Castro, D. C., Anyakoya, & B., Kasprzak, C. **The New Voices: Nuevas Voces Guide to Cultural and Linguistic Diversity in Early Childhood.** 2010. Paul H Brookes Publishing.

<http://www.brookespublishing.com/store/books/castro-70465/index.htm>

As early childhood programs and schools become more culturally and linguistically diverse, professionals need to create settings that welcome new voices and help all children succeed. This comprehensive professional development course gives them the in-depth practical guidance they need.

Cartledge, G., Gardner, R., & Ford-Pearson, D. Y. **Diverse Learners with Exceptionalities: Culturally Responsive Teaching in the Inclusive Classroom.** 2008.

<http://www.amazon.com/Diverse-Learners-Exceptionalities-Culturally-Responsive/dp/0131149954>

This text focuses on the special needs of culturally and racially diverse learners with exceptionalities.

Jensen, E. **Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do about It.** 1999. Alexandria, VA: ASCD.

<http://www.ascd.org/publications/books/109074.aspx>

Obiakor, F. E. **It Even Happens in "Good" Schools: Responding to Cultural Diversity in Today's Classrooms.** 2001. Corwin Press.

<http://www.corwin.com/books/Book19555>

This insightful work offers case studies, observations, and solutions to the challenges presented by cultural diversity.

Tools

Diversity Toolkit.

<http://www.nea.org/diversitytoolkit/>

This online toolkit from the National Education Association covers various aspects of diversity including class and income, English language learners, gender, race and ethnicity, sexual orientation and gender identity, and social justice. It offers basic information, a short list of strategies and tools, and suggestions for how to find out more.