



NATIONAL INSTITUTE FOR  
URBAN SCHOOL  
IMPROVEMENT

# eNEWS



NATIONAL CENTER FOR  
Culturally Responsive  
Educational Systems



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## UPDATE

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

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## NOTICES

### **NOW ACCEPTING SESSION PROPOSALS!**

This year's disproportionality forum will be held in Washington D.C. at the Crystal Gateway Marriott on February 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup>, 2007. Educators, policy makers, advocacy groups, parents, and community members from across the United States will gather to explore how educational systems can assure equity in educational outcomes for all students through school improvement, leadership, family and community partnerships, policy, and teaching.

We are now accepting session proposals that cover the range of expertise from presentations of research to presentations of promising practices. Proposals can be for presentation/discussions, workshops, panels, and roundtables or poster presentations. Sessions should be of interest to a wide range of educators, policy makers, and researchers. We anticipate that one third of the sessions will focus on current research, while two thirds will highlight best practices and tools. The following five strands are the focus of all conference presentations, with multiple possibilities for topics under each strand. To download the Call for Proposals click [here](#).

- School Improvement for ALL children

- Family and Community Partnerships
- Policy to Promote Equity and Eliminate Racism
- Leadership for Change
- Transforming Teaching and Learning

The focus for the three days will be to share current research, best practices, and tools for transforming educational systems. Last year’s conference drew over 450 of the nation’s top education experts, leading educators, policy makers, advocacy groups, parents, and community members. Comments from conference participants were...

*This is the best conference I’ve attended in 10 years!*  
*General education leaders need to attend this conference!*  
*The sessions were outstanding!*

Visit [www.nccrest.org](http://www.nccrest.org) often for the most up to date information on the Forum and for information on call for proposals, online registration and keynote speakers.

## SPOTLIGHT NATIONAL ART CONTEST

Imagine a world in which everybody is included, valued, appreciated. Visualize a school where the atmosphere is caring, promoting respect for diversity, a community of learners born of compassion, trust and courage. A school where students and teachers intentionally commit themselves to support and encourage an individual’s unique gifts, passions and intentions; to challenge and expand the comfortable limits of thought, tolerance and performance. How would you artistically express this type of school environment?



The National Center for Culturally Responsive Educational Systems (NCCREST) is sponsoring a national art contest, in conjunction with its National Forum: *Leadership for Equity and Excellence: Transforming Education*. NCCREST seeks to capture the vision of artists about what schools would look like when they value and include the backgrounds, experiences, and heritage of ALL students.

Work submitted to this contest will be used on products and materials developed by NCCREST to raise awareness and to help people across the nation understand the vision of inclusive, culturally responsive education. For additional information about the mission of NCCREST please visit our website: [www.nccrest.org](http://www.nccrest.org).

The contest is open to students in grades K-12 and adults. The grand prize winner will receive a \$300 cash award and a trip for two to Washington, D.C. to attend the 2007 National Forum, February 7-9, 2007. At this national forum the grand prize winner will be honored at a reception and artwork will be on display.

For more information about the rules, prizes, and to download submission forms please follow this [link](#).

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## PEOPLE IN THE NEWS

### **WARREN BUFFETT, BILL AND MELINDA GATES**

Guided by the belief that every life has equal value, the Bill & Melinda Gates Foundation works to reduce inequities and improve lives around the world. In developing countries, it focuses on improving health, reducing extreme poverty, and increasing access to technology in public libraries. In the United States, the foundation seeks to ensure that all people have access to a great education and to technology in public libraries. In its local region, it focuses on improving the lives of low-income families. Based in Seattle, the foundation is led by CEO Patty Stonesifer and Co-chairs William H. Gates Sr., Bill Gates, and Melinda French Gates.



"We are awed by our friend Warren Buffett's decision to use his fortune to address the world's most challenging inequities, and we are humbled that he has chosen to direct a large portion of it to the Bill & Melinda Gates Foundation.

Over the past 15 years, we have enjoyed a special friendship with Warren, and his advice has had a major influence on us. Warren has not only an amazing intellect but also a strong sense of justice. Warren's wisdom will help us do a better job and make it more fun at the same time.

The impact of Warren's generosity will not be fully understood for decades. As we move forward with the work, we do so with a profound sense of responsibility. Working with Warren and with our partners around the world, we have a tremendous opportunity to make a positive difference in people's lives."

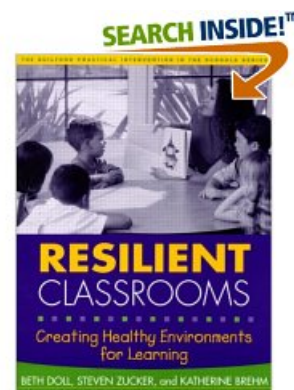
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## RECOMMENDED READINGS

### **RESILIENT CLASSROOMS: CREATING HEALTHY ENVIRONMENTS FOR LEARNING**

By Beth Doll, Steven Zucker, and Katherine Brehm

Grounded in cutting-edge theory and research, this book presents innovative, classroom-based strategies for promoting the academic competence and mental health of students at risk. Easy-to-implement procedures are described that enlist the involvement of school practitioners, teachers, and students in creating nurturing, success-oriented classroom environments. Readers are guided step by step to understand what makes a classroom a healthy place to learn; recognize when essential socioemotional supports are missing; intervene to put those supports in place; and demonstrate the positive effects on student learning and development. The volume is designed for maximum ease of use with a large-size format and lay-flat binding. Special features include helpful reproducible worksheets and forms.



"Provides practical, powerful, easy-to-apply tools for helping school psychologists, trainers, administrators, and teachers make classrooms into more caring learning environments. The authors have translated the research into clear recommendations for classroom practices and

dynamics that can improve the academic achievement of all children."--Kevin P. Dwyer, MA, NCAP, past president, National Association of School Psychologists

"This book presents a comprehensive program for school-based social and academic competence enhancement. Using an ecological systems approach, and drawing on resilience research, the book describes ways to establish, maintain, and evaluate a classroom climate that helps children adapt and thrive. A 'must-read' text for preservice teachers and an excellent professional development resource for educators and school practitioners."--Anne Pierce Winsor, MS, Director, Project A.C.T. Early, University of Georgia

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## **TOOLS YOU CAN USE**

### **NCCREST EXEMPLAR**

#### ***Living the Dream in the Promised Land: Features of Highly Successful Schools that Serve Students of Color***

By Nancy J. Harris-Murri, Arizona State University

Exemplars are new tools created by NCCRESt that summarize models and activities of highly successful schools that may have significant implications for the prevention of disproportionality. In *Living the Dream in the Promised Land: Features of Highly Successful Schools that Serve Students of Color* the author discusses the fact that millions of children have failed in American school systems, particularly children of color from urban and rural low socioeconomic status. This exemplar summarizes the High Performance All Students Success Schools Model, which describes features of highly successful high-poverty elementary schools as documented by Dr. Jim Scheurich (1998) and his colleagues and students.

To download this Exemplar follow this [link](#).

### **ONPOINT**

#### ***On Time and How to Get More of It***

By Gwen Meyer, University of Oregon

Today's schools are striving to meet the challenges of systemic reform and school improvement. It is a big and complicated job. Achieving real, lasting change requires that everyone in schools stops, thinks, and works together to make the kinds of changes that need to occur. Creating schedules for planning and collaboration takes time and thoughtfulness. But even the most well-planned schedule with ample amounts of time will not help if the time created is not used effectively and efficiently to improve teaching and learning. This On Point focuses on how to create the time for planning and collaboration, but also to make the best use of this precious commodity once it has been created.

To download this OnPoint and others go to [Urban Schools On Points](#).

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## **RESEARCH BASED PRODUCTS**

## **IMPROVING ASSESSMENT AND ACCOUNTABILITY FOR ENGLISH LANGUAGE LEARNERS IN THE "NCLB ACT"**

At over 10% of the U.S. student body, English language learners in grades K-12 hold significant influence over the success of national school improvement. No Child Left Behind (NCLB) has set out to insure accountability in the academic achievement of all students, but it faces political and administrative challenges.

This report from the National Council of La Raza (NCLR) provides an overview of the assessment and accountability provisions of NCLB affecting English Language Learners, the challenges of implementation in various states and districts, and policy recommendations for improving the law's effectiveness for English Language Learners.

To read the full report **Improving Assessment and Accountability for English Language Learners in the No Child Left Behind Act** from the National Council of La Raza, [click here](#). (287 PDF)

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### **FEATURED STATE WORK** *LOUISIANA*

The Louisiana Department of Education Summer Conference, LA Leads 2006 was held July 25-27 in New Orleans. NCCRESt was asked to present the District Rubric and School Assessment Tools designed to assist districts and schools in creating culturally responsive programming, policies and practices. Louisiana has identified ten districts and their schools that will form leadership teams complete an on-line version of the rubric and assessment tools to assist them in their school improvement efforts. District teams will receive additional support and implementation training from NCCRESt. Results will be compiled by NCCRESt and shared with each district, school and the Louisiana Department of Education.

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### **FEATURED NIUSI WORK** *SUMMER LIAISON RETREAT*

The annual NIUSI Liaison Summer Retreat, "Inclusive Schooling - Clarifying the Message" was held July 19-21. District teams from Clark County, Madison, Memphis, New York City and District of Columbia were represented at the meeting. The focus of the meeting was on developing action plans for NIUSI schools in each district designed to improve inclusive schooling practices. NIUSI provided a technical assistance and professional development planning tool for district teams to utilize in their planning.

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### **QUOTE OF THE MONTH**

"Not everything that is faced can be changed. But nothing can be changed until it is faced."

-James Baldwin

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## FEATURED WEBSITE

<http://www.nccrest.org>

### **NATIONAL CENTER FOR CULTURALLY RESPONSIVE SCHOOLS (NCCREST)**

#### **Data Maps**

We have recently uploaded the new 2004-2005 school year data to our one of a kind, interactive data maps. We now have an impressive collection of 6 years of comparative data from across the nation. The 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.

#### **Library**

This library is organized by the NCCREST conceptual framework for addressing the disproportionate representation of culturally and linguistically diverse students in special education. This work cuts across three interrelated domains: policies, practices, and people. Scroll through the library to find thousands of articles on related subjects.

#### **News**

In this section you will find all of our press releases and past and current issues of the eNEWS. The eNEWS is the leading resource on educational issues and is read by over 8,000 people a month.

#### **Events**

Check out our events page to find the most up-to-date information on related conferences around the country. We also keep all of our presentations in this section from our past events. Make sure to get all of the latest information on NCCREST's 2<sup>nd</sup> Annual National Forum here as well, including art contest rules, exhibit and sponsorship information, registration, keynote speakers, and much, much more.

#### **Products**

NCCREST develops several kinds of evidence-based publications designed to assist students, families, school professionals, researchers, and policy makers in understanding and developing solutions to disproportionality. Some of our most popular products are Practitioner Briefs, which are short, highly readable pamphlets that explain research and its applications to specific practices, roles, or policies that impact the extent to which disproportionality is experienced by children and their families.

#### **Professional Development modules**

Each module has a theme and the academies within that theme are designed to build on one another so that professional developers can organize academies within a module by scheduling them in the order they were packaged. These modules are our 2005 releases. As we hear from you and others who use these modules, we will upgrade and improve our modules for future versions.

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## **DID YOU KNOW...**

...the Anti-Defamation League (ADL) is launching ***Making Diversity Count: An Online Anti-Bias Course for Educators***, a new groundbreaking online educational initiative to combat bias and promote respect.

From August 28 - October 27, 2006, the pilot phase of **Making Diversity Count** will be offered for **FREE** to any secondary teacher/administrator in a 9<sup>th</sup> - 12<sup>th</sup> grade school setting.

- Via video segments, an online journal, links to experts, and standards-based curriculum tools, **Making Diversity Count** will give you the tools to successfully prevent and challenge bias in the classroom, as well as to build safe, respectful schools for all students.

- **Making Diversity Count** has been created by leading diversity educators and experts involved in high school, university, state and national realms.

- **Receive Continuing Education Units (CEUs)**, or their equivalent, for your participation, granted by our partners at the University of Massachusetts, Amherst.

- **This course is being offered for FREE** during this initial pilot phase, thanks to generous funding from the Ford Foundation and the Sylvia and Leon P. Nagin Family Foundation.

Contact the **Making Diversity Count** team at 562-773-4619 or [makingdiversitycount@adl.org](mailto:makingdiversitycount@adl.org). You can also Pre-Register online at [www.adl.org/education/diversity](http://www.adl.org/education/diversity).

[Making Diversity Count Flyer](#) (pdf)

[Frequently Asked Questions](#) (pdf)

*The Anti-Defamation League's A WORLD OF DIFFERENCE(r) Institute is a market leader in the development and delivery of anti-bias and diversity education training and resources. Since its inception in 1985, more than 420,000 K-12 educators have participated in A WORLD OF DIFFERENCE Institute professional development training programs across the country.*

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## **UPCOMING EVENTS**

### **2<sup>ND</sup> 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](http://www.nccrest.org/events/events/national_forum_2.html)

### **THE 6<sup>TH</sup> 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>

### **FIESTA EDUCATIVA ANNUAL CONFERENCE**

Brought to you by a Community Parent Resource Center in Los Angeles  
Los Angeles, CA, July 28-29, 2006

<http://www.fiestaeducativa.org/html/conference205.html>

### **OSEP PROJECT DIRECTORS' CONFERENCE**

Washington DC, July 31- August 2, 2006

<http://osep-meeting.org>

### **1<sup>ST</sup> 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>

### **NATIONAL ACCOUNTABILITY CONFERENCE ON SPECIAL EDUCATION AND EARLY INTERVENTION**

Denver, CO, September 18-19, 2006

**22<sup>ND</sup> 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](http://www.dec-sped.org/conference_05/about_the_conference.html)

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