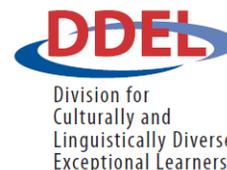




DDEL Voices



Volume 2, Issue 2

August 2012

DDEL would like to hear your VOICE...
 If interested in contributing to future newsletters please consider the following categories:

1. **“Voices from the Classroom”** - featuring an innovative strategy, approach, activity, or accomplishment conducted in a classroom serving culturally and linguistically diverse exceptional learners.
2. **“Voices from the Field”** - featuring programs, research studies, organizations, or opportunities involving culturally and linguistically diverse exceptional learners and/or those who are serving this population.
3. **“Research Spotlight”** - featuring studies related to CLD learners.

Please email a summary of up to 500 words to either of the above categories to the newsletter editor at:
 mcamacho@lynn.edu

President’s Message: Continuing our Journey

I hope each of you had a wonderful summer and that your semester is off to a good start. Hopefully you were able to join us for the CEC Annual Convention in Denver and were able to attend the multiple presentations sponsored by DDEL. We had a wonderful slate of presentations which addressed a variety of topics including culturally responsive practices, working with families, teacher preparation and disproportionality. In addition to our showcase session titled Closing the Achievement Gap Write Now: Results from an Innovative Literacy Program, facilitate by Vajra Watson, Director of Research & Policy for Equity at UC Davis, DDEL also sponsored a session strand examining advocacy and agency in Special Education which explored developing partnerships to promote equitable opportunities for culturally and linguistically diverse exceptional learners and their families. Both the showcase session and the strand were very well attended and we received a great deal of positive comments from conference attendees.



The Board met during the summer to review our strategic plan. The plan encompasses the core values of diversity, social justice, and equity, inclusiveness, advocacy, and inquiry leading to the development of practices that attend to unique learner characteristics. It addresses five themes: Financial Stability; Professional Development; Member Engagement; and Mentoring and Nurturing New Leadership. Each of these themes was discussed and several action steps were undertaken. For example, in order to address mentoring and nurturing new leadership we are in the process of finalizing our procedures manual which will provide guidelines for each of our board positions and committees. The Professional Development Committee under the leadership of MaryAnn Prater compiled a resource list of archived webinars and videos addressing culturally and linguistically diverse learners which is included in this newsletter. This resource was in response to member requests. We also engaged in discussion on how to increase member engagement and determine additional benefits that would enhance membership to DDEL. Our goal is to ask members to respond to a brief survey on this topic to better inform our efforts. Finally, we continue to explore possible methods for generating income in order to increase our financial stability.

Liz Cramer worked diligently during the summer on the proposal submissions for the 2013 CEC conference. We had a record number of submissions – thank you for supporting DDEL by submitting your proposals. Please consider submitting a piece for future newsletters and/or participating in the leadership of DDEL by becoming a member of one of our committees. As we move to the fall semester I urge you to continue the wonderful work you do and your commitment to meeting the needs of diverse exceptional learners and advocating for social justice and equity.

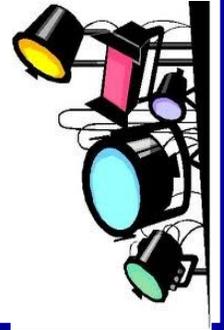
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Research Spotlight

Ecological Study of Neighborhood Contributions to Language and Literacy Learning

By
Shaunté Duggins, Vivian Gonsalves, Sharon Lutz, Kristi Cheyney
 Advisors: **Holly Lane, PhD., Hazel Jones, PhD.**
University of Florida



The early years of a child's life represent an important window of opportunity for developing the types of language and literacy skills required for reading success (e.g. Snow, Burns, Griffin, 1998; Halle, Calkins, Berry, and Johnson, 2003). However, researchers have found significant gaps in the language and literacy opportunities often experienced by children living in poverty, many of which are culturally and linguistically diverse learners (e.g. Hart & Risley, 1995; Neuman & Celano, 2001, 2006). This study replicates Neuman and Celano's work using three school-neighborhoods of contrasting SES levels in Gainesville, Florida- neighborhood 1 low-income, 2 middle-income, and 3 higher income. Previous Geographic Information System (GIS) research has indicated that school achievement in Gainesville is closely tied to where students live (Thrall & Daniels, 2009).

The research questions addressed are: What are the similarities and disparities among high, middle, and low-income communities' support for children's language and literacy development? Why is school achievement so closely tied to a student's address? Data were collected to examine the following sources of language and literacy support:

- * Availability of high quality reading materials for purchase
- * Books and other supports available in public libraries
- * Access to high quality child care or preschool programs
- * Access to after-school enrichment

This study reports preliminary findings of an ongoing investigation. In reference to reading resources available for purchase within a two-mile radius of each school, there were no bookstores in school neighborhood 1. The reading resources available for purchase were fewer compared to the other two neighborhoods, and the overall quality and condition of the reading resources were lower.

Fewer opportunities were available to students in school neighborhood 1 for after school enrichment. Findings suggest that students in school neighborhood 1 are faced with barriers that include lack of transportation and lack of financial resources.

Childcare in each neighborhood evidenced meaningful differences in access and quality. School neighborhood 1 had the largest number of childcare centers, but voluntary prekindergarten (VPK) programs were far more likely to be low performing. This finding is consistent with other research confirming that children living in poverty benefit most from quality early care and education (Barnett & Masse, 2007), and yet are most often the recipients of inferior care and education (Barnett, 2003).

In the area of print availability and quality in public libraries researchers found uniformity across neighborhoods not evident in any of the other areas examined in this study. The public libraries available to children from all three schools shared key characteristics. A surprising finding was that children in School neighborhood 1 had more access to public library venues than children in Schools 2 and 3.

Based on the current results, there are several important implications for continued study:

- * Future research on the local level to better understand how to equalize barriers and inequities for children living in poverty both for preschool children and school aged children after school.
- * The home literacy environments and practices of children
- * *Books and other supports available in school libraries*

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CALL FOR CHAPTER PROPOSALS

Promising Practices to Empower Culturally and Linguistically Diverse Families of Children with Disabilities

Editors: Lusa Lo and Diana Hiatt-Michael

Publisher: Information Age Publishing

Scope and Purpose:

The number of culturally and/or linguistically diverse (CLD) students with disabilities comprises approximately 45% of the special education student population. Parents are the key decision makers and advocates who ensure that their children with disabilities receive services and support that address their individualized needs. However, research consistently indicates that families from diverse backgrounds face many challenges which prevent them from taking these active roles. This monograph aims to include a collection of promising practices that engage and empower CLD families of school-age children with disabilities. We are seeking proposal submissions that share research-based and successful practices that are used in schools and communities, which prepare CLD families of children with disabilities to be schools' equal partners.

Topics:

This monograph intends to include the following topics:

1. Effective *school strategies* that engage and/or empower CLD families of children with high incidence and/or low incidence disabilities
2. *Community programs* that prepare CLD families of children with disabilities to be schools' partners
3. Promising practices from *around the World* that address partnerships among schools, communities, and families of children with disabilities

Target Audience:

The primary audience for this monograph will be teacher educators, special education teachers, school and district administrators, community leaders, and professional developers. This monograph will provide the audience with examples of promising practices that enable CLD families of children with disabilities to be schools' equal partners. The secondary audience will be for pre-service special education teachers who are getting ready to enter the teaching world and need information regarding working with CLD families of children with disabilities.

Prospective Authors:

Authors who are interested in contributing to this monograph are invited to submit ONE DOCUMENT which includes a cover page and a 500-word proposal in Microsoft Word by Friday, August 31, 2012. Only submissions including the following guidelines will be considered.

The cover page includes the following information for each contributing author:

1. Name
2. Title
3. Current position
4. Contact information which includes mailing address, phone number, and email address
5. 3-4 sentence biographical information
6. One double-spaced page of related publications by each contributing author
7. Indicate which topic your proposal best matches

The 500-word proposal (excluding references) should follow the Publication Manual of the American Psychological Association (6th edition) which includes the followings:

1. A working title for the proposal
2. Clearly describe the content of the proposed chapter by highlighting the research base, theoretical context, and actual implementation and outcomes of the promising practice or program
3. 5-8 references that support your proposal

Please e-mail your document to lusa.lo@umb.edu and diana.michael@pepperdine.edu

Invitations to submit a full, 15-25 page chapter (including references), will be sent out by Monday, October 29, 2012. Chapter proposals will be reviewed based on originality, topic suitability, well established research-base, innovativeness, and reader-friendly, yet scholarly writing style. Completed chapters are expected to be due no later than Sunday, January 27, 2013.

Voices from the Classroom

Reading with Comprehension:
The Experience of Bookshare.org and
Exceptional English Language Learners

by

Nely Navas de Rentas, Ed.D.
Bilingual Reading & Learning Disabilities Specialist
Falconer Elementary School

Research has shown that access to and literacy engagement with printed materials is the single most important predictor of reading success – even more so than the socioeconomic level of a student. Thus, our role as educators is to ensure that students:

- (1) have daily access to literature,
- (2) receive meaningful instruction, and
- (3) are so engaged with reading that they see themselves as readers and critical thinkers.

Bookshare.org is a free digital library for students that have print disabilities that provides access to an extensive collection of books including traditional favorites such as *Scary Stories 3*, *Magic Tree House*, and *Junie B. Jones*. Students also have access to more recent titles that their peers are reading or watching at the movies (e.g. *The Invention of Hugo Cabret*, *Diary of a Wimpy Kid*). These digital books have synchronized highlighting of text and audio for multi-modal reading. They also have specialized features that students can adjust to meet their needs, such as audio speed and text size. Whereas some students adjust the speed or prefer a larger print size on the computer, others read a printed copy while listening along to the text-to-speech audio.

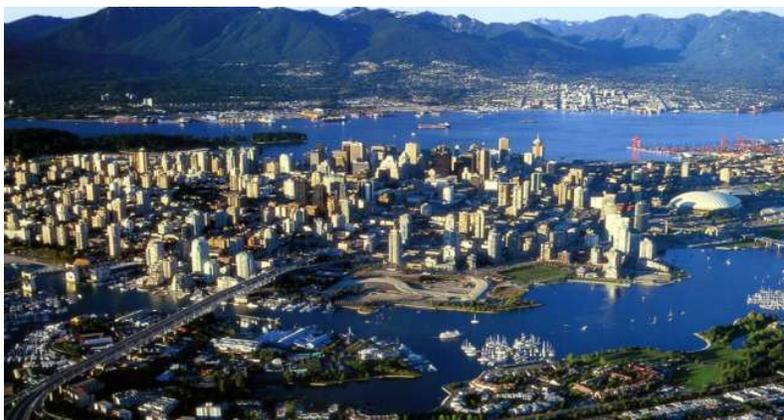
The following instructional strategy was implemented for a group of eight third to fifth grade English language learners whose English reading test scores ranged from kindergarten to second grade. The instructional plan included daily 10–15 minute *Phonics for the Week* practice on a selected general rule (e.g., the silent-e), which students then identified as they read. Students then read and wrote for approximately 20–30 minutes followed by a 10-minute discussion session.

READING LOG	ROTATING WEEKLY	DISCUSSION/FEEDBACK
<ul style="list-style-type: none"> * Ask students to change chapter titles to a Wh question and then provide a brief answer (or provide titles for numbered chapters). * Have student write (or dictate) something interesting he/she recalls after 10-15 minutes of reading. 	<ul style="list-style-type: none"> * Keep track of how each student is reading: Bookshare, buddy, with the teacher, or independent reading. * Rotate the method of reading as necessary, i.e., after reading a book or following a student or teacher request. * Reading independently or in pairs can be accompanied with audio CD. 	<ul style="list-style-type: none"> * Regroup students 10 minutes before class is over to discuss the week's focus, i.e., villains, setting, or conflict. * Discuss the week's focus with open-ended questions such as <i>how similar are you and the main character?</i> * Give a comprehension test, teacher-made or from bookadventure.com (<i>free!</i>)

Flexibly managing how students read, write, and speak in English presented the students with varied and multiple learning opportunities. Students kept logs, chose their own books, decided how to read them, and shared their thoughts with the class. Further, students were observed asking questions about the new vocabulary they had encountered.

While engaged in purposeful and meaningful discussions, students made connections between what they had read and their own experiences. In essence, they were learning how to read with comprehension.

The International Association of Special Education (IASE) 13th Biennial Conference



A Bridge from Segregation to Inclusion... A Long Journey

The International Association of Special Education (IASE) 13th Biennial Conference will be held in Vancouver, British Columbia, Canada July 7-11th 2013. This association represents professionals who are dedicated to improving the quality of life and service delivery for all individuals identified as having special needs. This conference is in collaboration with the University of British Columbia, Department of Educational & Counseling Psychology, and Special Education.

Proposals Are Now Being Accepted You are encouraged to submit proposals that focus on critical issues and innovative practices related to the delivery of services in your country. Priority will be given to proposals that address exemplary practices and strategies in teaching life skills, social skills, academic subjects, classroom management and interventions, data-based decision-making, use of technology in instruction, differentiating curriculum and instruction within general and special education settings, and other similar topics.

Topics of Special Interest

- Delivery services Teacher training world-wide Paraprofessionals
- Teacher leadership Collaborative practices & Inclusion Support services
- Life skills Social skills Emotional, behavioral & social development
- Service learning Distance learning Education, family, school & community partnerships
- Technology & Society Life transitions Professional roles & ethics in special education
- Administrative advocacy policy & procedure development Response to world crisis (HIV, War, Natural disasters)

October 1, 2012 Proposals due

December 1, 2012 Proposers notified of acceptance of proposal

March 1, 2013 All presenters must register for conference

For Further Information on Conference updates, please visit: <http://www.iase.org>

Submit your proposal to: iris.drower@asu.edu

Resources for DDEL Members Archived Webinars and Videos

Title	Speaker(s)	Description	Approx. Length	Link	Sponsor	Comments
Teaching Literacy in English to K-5 English Learners	Narrator	The importance of teaching English learners to read in English while they are developing oral proficiency, and how this helps them increase vocabulary, speak in English, and learn other subject-matter content are addressed.	6 minutes	http://www.dww.ed.gov/Literacy-in-English-K-5/topic/index.cfm?TID=13	Doing What Works	Doing What Works is a website sponsored by the U.S. Department of Education. The goal is to create an online library of resources that may help teachers, schools, districts, states and technical assistance providers implement research-based instructional practice.
Current Practices in Teaching Literacy to K-5 English Learners	Russell Gersten, Instructional Research Group and University of Oregon	Dr. Gersten describes some of the new understandings that have recently emerged in teaching Reading to English learners in grades K-5 and how they can be used in schools.	14 minutes	http://www.dww.ed.gov/Literacy-in-English-K-5/topic/index.cfm?TID=13	Doing What Works	
Academic English and English Language Learners	Robin Scarcella, University of California-Irvine	Throughout the video, Robin Scarcella overviews academic language instruction for English language learners, as well as teaching strategies, activity ideas, and recommended resources.	1 hour	http://www.readingrockets.org/webcasts/3003/?trans=yes	Reading Rockets	The Reading Rockets Professional Development Webcast Series is a production of WETA and is funded by the U.S. Department of Education, Office of Special Education Programs
English Language Development: Foundations & Implementation in Kindergarten Through Grade Five	Ann Snow, California State University, Los Angeles & Anne Katz, consultant	This webinar presents an overview of effective research-based English language development (ELD) instruction in grades K-5 and showcases exemplary unit and lesson plans.	1-1/2 hours	http://www.schoolsmovingup.net/cs/smu/view/e/4685	WestEd	West Ed is a nonprofit research, development, and service agency that works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and

English Language Development: Issues & Implementation at Grades Six Through Twelve	Kate Kinsella, San Francisco State University & Susana Dutro, E.L. Achieve	The presenters address an approach on rethinking English language development instruction for adolescent English language learners based on current research and promising practices. They focus on the explicit teaching of vocabulary and syntactical structures as critical components in building students' oral and written academic English.	1-1/2 hours	http://www.schoolsmovingup.net/cs/smu/view/e/4687	WestEd	adults. For additional WestEd webinars related to English Language Learners and Cultural Responsive Practice see: http://www.schoolsmovingup.net/cs/smu/print/htdocs/smu/webinars/past.htm?tpc=8&sub=all
Infusing Culturally Responsive Instruction into Daily Teaching	Sharroky Hollie, California State University, Dominguez Hills	The presenter defines culturally and linguistically responsive teaching (CLR) in the context of all students. He addresses how the four CLR pedagogies are rooted in differentiated instruction; and he focuses on specific strategies and activities in reading, academic vocabulary, and classroom management.	1-1/2 hours	http://www.schoolsmovingup.net/cs/smu/view/e/4425	WestEd	
Removing Barriers to Learning for Long-Term English Learners	Lily Wong Fillmore, University of California, Berkeley	In this presentation, you'll learn why so many English learners appear to stall in their efforts to learn English as a second language. You'll also learn how academic English instruction, combined with the right kind of instructional support, can help long-term English learners overcome obstacles to reaching proficiency in reading, writing, and speaking.	1 hour	http://www.imaginelearning.com/webinars/	Imagine Learning software company	Imagine Learning is a for-profit software company that develops English language and literacy programs using scientifically-based research, effective teaching practices, and captivating art and music are combined with the latest in computer technology.
Academic Language and Conceptual Knowledge: The Building Blocks of Academic Success	Sylvia Linan-Thompson, University of Texas at Austin	This presentation focuses on the use of academic discussions based on rich text to support English learners in developing academic language and conceptual knowledge. The research base for practices is provided as well as language and literacy practices that can be implemented across content areas.	1 hour	http://www.imaginelearning.com/webinars/	Imagine Learning software company	

Disclaimer: These webinars have not been screened to verify that culturally responsive practices are promoted.

The views and opinions expressed in these webinars are those of the speakers/presenters, and do not necessarily represent those of DDEL-CEC. This information is provided solely as a resource and does not reflect any endorsement or sponsorship by DDEL-CEC.

Children and Youth Action Network Summer Meeting: Children and Youth Action Network coordinators and representatives met for the annual CAN Training meeting at CEC Headquarters in Arlington, VA, June 9-12, 2012. The first three days CAN met for information updates and Hill briefs (i.e., messages we were to take to our Representatives and Senators on Capitol Hill on Tuesday, June 12th). Information was vast as we heard from our leaders at CEC, including Bruce Ramirez (Executive Director of National CEC), Deb Ziegler (Associate Executive Director of Policy and Advocacy), Kim Hymes (Director of Policy and Advocacy) and Sara Danver (program assistant at CEC), as well as experienced CAN Coordinators and guest speakers from Capitol Hill. Speakers shared information about current issues related to the national budget, issues in special education, how to work collaboratively with/and be of help as informers to our state representatives via their legislative assistants, and briefed us on the information CEC suggested we take to the Hill when we visited our representatives and senators. On the last day of the event, a group of us, including me and the NC-CEC CAN Representative and various other advocates from North Carolina made visits to the offices of North Carolina Senators Hagan and Burr. There we spoke with legislative assistants (who would share information with our Senators) about the need for (a) increased funding under IDEA, (b) for support and inclusion of students with gifts and talents in the revised ESEA/NCLB Act (CEC wants Congress to support appropriate inclusion for special/gifted education students and the professionals who serve them in the legislation), (c) for support of the elimination of sequestration and passing a balanced budget that protects education funding, and (d) ratification of the UN Convention on the rights of persons with disabilities (a vital nondiscrimination treaty that seeks to achieve the same goals as existing disability laws in the United States, empowering individuals with disabilities to achieve economic self-sufficiency, independent living, and inclusion and integration into all aspects of society including education). We also shared personal stories and experiences to bring home the reality of the needs of students with disabilities from mainstream and diverse backgrounds. Remember – you are the greatest advocates -there is still time to support CEC’s recommendations! Please visit the Legislative Action Center (under the Policy and Advocacy tab) on the CEC website at cec.sped.org. and contact your state representatives today! ~ by Rose Matuszny, DDEL Can Coordinator

Call for Editors: Multiple Voices

The Division for Diverse Exceptional Learners is seeking qualified individuals to assume the roles of Editor(s) for *Multiple Voices for Ethnically Diverse Exceptional Learners*. *Multiple Voices* is the official, peer-reviewed journal of the Council for Exceptional Children’s Division for Culturally and Linguistically Diverse Exceptional Learners. The journal publishes original research; conceptual and theoretical articles; critical analyses, reviews and syntheses of literature; and material, test, and books reviews. The goal of the journal is to advance the knowledge base focused on the interrelationships between culture, language and exceptionality in educational systems, policy, research and/or practice.

Qualifications:

- Current member of CEC and DDEL
- Doctorate in Special Education or related field
- A record of successful publication in special and/or education with a strong focus on diversity and social justice, including education, programs and services for children, youth and/or adults with exceptionalities from diverse cultural and linguistic communities
- Demonstrated expertise in editing
- Ability to work with an editorial board
- Ability to meet bi-annual publication deadlines
- Commitment of a 5 year term (January 1, 2013 through December 31, 2017)

Responsibilities:

- Manage and coordinate manuscript reviews
- Make final editorial decisions about manuscript content
- Coordinate the publishing process with Sheridan Press, including copyediting, author copyright agreements, and preparation of final proofs for printing
- Manage and coordinate the electronic dissemination of the journal through MetaPress, EBSCO, and ERIC
- Work with the editorial board to keep *Multiple Voices* “current” and “innovative”
- Chair *Multiple Voices* meetings at the annual International CEC conference
- Prepare an annual budget for publication of *Multiple Voices*
- Prepare an annual report of publication activities
- Participate in DDEL Executive Board Meetings

Preference provided to individuals who show evidence of in-house support for publication of *Multiple Voices* by the editors’ place of employment. Interested persons should submit a letter of interest and documented evidence of qualifications to:

Loury Ollison Floyd, Ph.D., Chair, DDEL Publications Committee.
 Associate Professor & Assistant Dean for Teacher Education
 School of Education
 North Carolina A&T State University
 Greensboro, NC 27411
 336-334-7757
 336-334-7132 (fax)

DDEL Membership

DDEL is pleased to announce a new membership benefit: electronic access to current and past content of the division journal, *Multiple Voices for Ethnically Diverse Exceptional Students*. Please be advised that your access will be active until your CEC/DDEL membership expires. Renewing your membership will ensure uninterrupted access. If you have any questions, please contact Charity Gillman, DDEL Membership Chair, ddelearner@gmail.com

