

Cultural Consciousness:



Blinders On



Blinders Off

Supporting New Jersey's Teachers
in Becoming Culturally Responsive

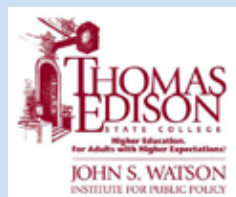
Principal Authors:

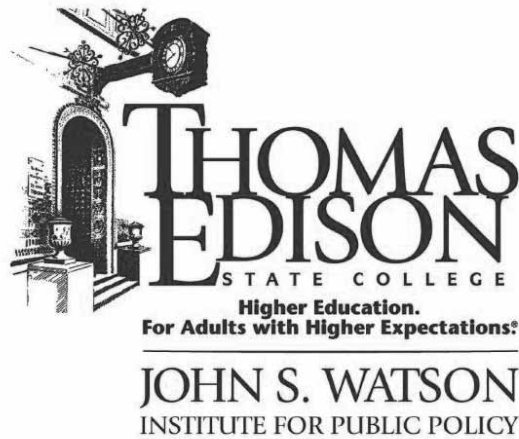
Ana I. Berdecia, M.Ed.
Caitlin Kosec, M.P.P.

Editor:

Rachel L. MacAulay

Report Funded by:





Thomas Edison State College was founded in 1972 as one of New Jersey's senior public institutions of higher learning and is regionally accredited by the Middle States Association of Colleges and Schools. The mission of Thomas Edison State College is to provide flexible, high-quality collegiate learning opportunities for self-directed adults. The College is dedicated to continuing its work to create academic opportunities designed specifically for adults that serve as alternatives to college classroom study and meet the unique need of adult learners.

The John S. Watson School of Public Service and Continuing Studies at Thomas Edison State College prepares professionals for leadership roles in a wide variety of public service-related settings. The Watson School is preparing the next generation of public policy and community service leaders in the following areas: Urban, Rural, and Regional Policy Studies; Non-Profit Management; Environmental Policy/Environmental Justice; Information and Technology Management; Health Policy and Public Health Management; Early Childhood Education Leadership and Management; and Public Finance/Budget and Fiscal Management. The concentration areas of the School have been a direct result of the John S. Watson Institute for Public Policy work across the state with leaders in various sectors.

The John S. Watson Institute for Public Policy is a center of innovation and applied policy within the Watson School offering a new paradigm, applying the resources of higher education to public policy decisions in a practical and hands-on manner and in response to the expressed needs of decision makers, providing practical research, technical assistance, and other expertise. The Watson Institute is considered a "think and do tank," versus a traditional "think tank." It strives to develop long-term strategic partnerships that will effectuate the greatest level of change through its four thematic policy-based centers: the Center for Civic Engagement and Leadership Development, the Center for the Urban Environment, the Center for Health Policy, and the Center for the Positive Development of Urban Children.

The Center for the Positive Development of Urban Children (CPDUC) strives to bridge the voices of teachers, practitioners, and families with policy initiatives that impact the positive development of New Jersey's children. The work of the CPDUC encompasses a holistic approach that utilizes best practices, policy analysis, and research to improve the health, well-being, and educational outcomes for children and adults working with families. CPDUC goals are:

1. To review and advise on early childhood policy and initiatives that impact the positive development of urban children.
2. To utilize evidence-based practices and evaluations to influence best practices in the field of early childhood development, early learning, and child health. Such practices focus on children's socio-emotional development, teacher preparation, and support systems for diverse children and families.
3. To identify and promote economic messages to engage non-traditional champions for children within municipal government and the business sector.
4. To provide professional development opportunities that focus on parent engagement, socio-emotional development, supervision and mentoring of teachers, and working with diverse children and families.
5. To provide advisement to early childhood practitioners that guides them to career and academic options for becoming highly qualified and certified.

Introduction:

The Challenges to Change and Becoming Culturally Conscious

Some early childhood educators make no attempts to acknowledge that diverse children exist and the very notion of their existence in the early childhood setting requires a set of beliefs and behaviors that are not the norm. Without acknowledging cultural and linguistic diversities in classrooms, teachers make no changes in daily interactions and classroom routines—morning greeting, breakfast, bathroom time, story time, circle time, small or large group projects, learning center time, recess, lunch, nap, and outdoor play. However, when students' diversity is acknowledged, each daily activity and interaction presents an opportunity to engage the diverse child or children and make connections with children and families in a cultural and linguistic manner. The acknowledgement sets the stage for an array of different activities that affirm culture and language and become embedded across all curriculum areas. The key question is: How do we help teachers get started and make these changes so they are more culturally conscious of who they are as cultural people, as well as who the children are in their classrooms?

Many early childhood educators believe that becoming culturally conscious is too difficult. They often don't know where to start. They sometimes focus on their limitations by making statements such as, "I don't speak another language," "I'm too old to learn another language," "I have never travelled abroad," or "How can anyone possibly learn all the languages represented in one classroom?" Teachers are often defeated before they even start. These frustrated teachers are simply

focusing on the skills they do not have instead of the skills they do have and the effective practices they can cultivate by interacting with a cultural coach that provides them with the lenses to truly see their students for who they really are, and connect with them in more meaningful ways.

Teachers may act on learned stereotypes and media-portrayed images of a select group or groups. "Stereotypes are created and altered based on first-hand experiences with members of stigmatized groups and second-hand information from sources such as media, friends, and family. Similarly, racial stereotypes in the media serve to justify, reinforce, and perpetuate hostile and benevolent racism" (Ramasubramanian, 2007). Wilson (2002) states that individuals can be "slow to respond to new, contradictory information." In fact, we often consciously bend new information to fit our perceptions, making it next to impossible to realize that our preconceptions are wrong.

Teachers have cultural blinders that cause them to remain culturally unconscious and that unawareness or un-dealt-with bias perpetuates racism and linguisticism. "Racism is a much-discussed issue, but linguisticism is a much less understood problem... Linguicism is discrimination based on the language one speaks... In a sense, monolingualism and monoculturalism are a set of blinders that limit our ability to see the possibilities of humanity and limits our view of citizenship... Bilingualism and multiculturalism open new possibilities for all" (Reyhner, 2007).

Common Blind Spots

- All of my students speak English.
- We do not have much diversity in our classroom: All the children are white, black, or Latino.
- I don't speak another language and we are managing quite well in our English-only classroom.
- I don't think using a child's home language is necessary or beneficial.
- I don't know how to address this issue of diversity so I just stick to the prescribed curriculum and the dominant language of English.

Teachers need to begin addressing their biases in order to see culture and language as assets for learning and development. They must discover their blind spots and address the biases that will undoubtedly cause them discomfort and feelings of inadequacy as educators. Teachers also need to learn and try new strategies to connect with English Language Learners (ELL) from a socio-emotional perspective as they learn to rely less on words by adding props, gestures, visuals, and music and movement to enhance communication.

The New Jersey Cultural Competency and English Language Learners Summer Institute and Mentoring Program was established in 2007 by the Center for the Positive Development of Urban Children at the John S. Watson Institute for Public Policy at Thomas Edison State College. It seeks to push back on these blind spots to help teachers see alternative ways of thinking about diverse children, and establish a foundation for change. To acknowledge that diversity exists across all classroom settings takes great insight and an introspective cultural consciousness that must be supported and enhanced. After opening educators' eyes to the linguistic and cultural diversity that exists in their classrooms, the Summer Institute and Mentoring Program provides cultural coaches who can continue to encourage and challenge teachers to think and behave in ways that are responsive to diversity. The program aims to bridge the gap between cultural responsiveness and the existing teacher preparation models.

The 2011 Summer Institute and Mentoring Program marked the 5th year of the program. In those five years, 104 total teachers from 59 classrooms in New Jersey have been prepared and mentored to be more culturally conscious in their thinking, as well as in their teaching practices.

Every year, a theme that can inspire and move early childhood teachers to action is selected. The theme for the fifth cohort of the New Jersey Cultural Competency and English Language Learners Summer Institute and Mentoring Program was ***“Cultural Consciousness – Blinders On * Blinders Off.”*** Upon receiving their acceptance letters into the program, participants received an assignment to create a cultural mask. On one side of the mask the participants illustrated what we often see when we first meet them, and on the other side of the mask, they illustrated things that we would have to get to know about them to discover who they are as cultural people. This exercise was a metaphor for the theme of the three-day Summer Institute. We also deconstructed Parker Palmer's thoughts on how teaching reflects our inward experiences, so that teachers can begin to examine how conscious or unconscious they are when working with diverse children and families. It is a personal and often emotional process, as teachers reflect on their own childhood experiences and how they were or were not received as cultural people. Becoming culturally conscious is the beginning of becoming culturally responsive.

“Teaching, like any truly human activity, emerges from one's inwardness, for better or worse. As I teach, I project the condition of my soul onto to my student, my subjects, and our way of being together. The entanglements I experience in my classroom are often no more or less than the convolutions of my inner life. Viewed from this angle, teaching holds a mirror to the soul. If I am willing to look into the mirror and not run from what I see, I have a chance to gain self-knowledge—and knowing myself is as crucial to good teaching as knowing my students and my subject... In fact, knowing my students and my subjects depends heavily on self-knowledge. When I do not know myself, I cannot know who my students are. I will see them through a glassy darkly, in the shadows of my own unexamined life—and when I cannot see them clearly, I cannot teach them well.”

Parker J. Palmer, *The Heart of a Teacher-We Teach Who We Are* (1997).

Why Becoming Culturally and Linguistically Conscious Matters

Innovative classrooms and informed teachers are needed as students become increasingly diverse. English Language Learners are now the fastest-growing group of students in American public schools (NEA, 2011). The number of ELL students has grown by 63 percent over the past decade to represent more than five million students nationwide (NCELA, 2011). Currently, 44 percent of all children are members of “minority groups.” By 2050, the proportion will be 62 percent (NAEYC, 2009).

Mirroring national trends, New Jersey continues to observe an increasing population of culturally and linguistically diverse children. Within New Jersey public schools, there are 157 different home languages reported by students. In early childhood education classrooms (K-3rd grade), there are 26,275 English Language Learners students (New Jersey Department of Education, 2012).

Recognizing these trends, The National Association for the Education of Young Children (NAEYC) emphasizes that early childhood educators need to create a welcoming environment that respects diversity, supports children’s ties to their families and community, and promotes both second-language acquisition and preservation of children’s home languages and cultural identities (NAEYC, 2009). The National Education Association (NEA) agrees, with President Dennis Van Rokele commenting in a recent policy brief, “We have to give teachers strong, consistent support in the best strategies and methods to reach, inspire, and teach English Language Learner students” (NEA, 2011).

Culturally responsive classrooms and educators have the power to nurture a child’s self-concept and self-esteem, as well as provide the child with confidence to explore the world. Research affirms that children who perceive their environment and instruction as affirming their cultural heritage are more likely to become engaged in learning (Ferdman, 1990). Building this confidence is essential, especially for children whose home languages are different from their peers (Berdecia and Kosec, 2010).

Similarly, systematic deliberate exposure to English during early childhood, combined with ongoing opportunities to learn important concepts in the home language, results in the highest achievement in both the home language and English by the end of third grade. Furthermore, English Language Learner students who receive systematic learning opportunities in their home language between the ages of three and eight, consistently outperform those attending English-only programs on measures of academic achievement in English during the middle and high school years (Espinosa, 2008 and 2010).

While the NAEYC and leading research agree that early childhood educators need to be responsive to the unique needs of linguistically diverse children, throughout the nation, there is no generally accepted approach for preparing teachers to educate ELL students. Only New York, Arizona, and Florida require teachers to have some preparation for working with ELL students (Lucas, 2010). Similarly, teachers are not learning the skills to effectively support ELL students. A national study of teacher preparation programs found they rarely offer substantive coursework in linguistic and cultural diversity (Early and Winton, 2001). If programs do provide coursework on diversity issues, on average, only eight semester hours or two courses are offered. However, this only represents 12 percent of the coursework hours a student must complete in his or her course of study (Ray, Bowman, and Robins, 2005).

In New Jersey, one-third of preschool teachers reported they did not have adequate preparation to work with children whose first language was not English. They described their course work in this area as being less applicable to their current classroom context than their course work on all other topics (Ryan, Ackerman, and Song 2005). Sharon Ryan of Rutgers University, one of the study’s authors, states: “Teachers would get more from learning about specific teaching strategies throughout their early childhood classes rather than only in a general topic course on diversity” (Daniel and Friedman, 2005).

The New Jersey Model

The New Jersey Cultural Competency and English Language Learners Summer Institute and Mentoring Program understands that educators rarely have the opportunity to engage in substantial course work to prepare them to work with the increasing number of linguistically and culturally diverse students. The program specifically targets and provides professional development to educators with at least 50 percent English Language Learner students in their classroom. The program is far more than an overview on diversity; it is an eye-

opener for the educators to discover their own cultural identity biases and misconceptions. Through the three-day Summer Institute and intensive nine-month mentoring period, participants are provided with a comprehensive pathway to transform their thinking and classroom practices to support ELL students across the curriculum. In order to change behavior, the program challenges how teachers think and behave through the process of becoming culturally conscious.

"We have to give teachers strong, consistent support in the best strategies and methods to reach, inspire, and teach English Language Learner students."

Dennis Van Rokel, President of the National Education Association (NEA)

Cultural consciousness is the awareness that we may think and judge diverse children and their families based on our own experiences, biases, and blind spots that sometimes go unexamined and unchallenged. A cultural-conscious teacher strives to identify their blind spots and correct mistruths about culturally and linguistically diverse children and families so they can see their students for who they really are and can use culture and language as anchors for child development. The process of becoming culturally conscious requires continuous investigation and modification to educators' thinking and teaching practices (Berdecia-Mentor's Handbook, 2012). Based on the words of Sigmund Freud, the New Jersey Model provides professional development "to make the unconscious conscious" (Prochaska, Norcross, and DiClemente, 1995).

The New Jersey Cultural Competency and English Language Learners Summer Institute and Mentoring Program seeks to change not

only the way the early childhood teachers think, but also how they drive cultural and linguistic practices to present curricula, interact with the children, and find meaningful new ways for parent engagement. At its core, the program provides a three-day intensive training in first- and second-language acquisition, cultural competency, and strategies for working with English Language Learners. The program is a call to action for educators to remove their blinders and see the world from the lenses of children and families that have cultural experiences that are far different from most teachers' personal childhood experiences and cultural histories.

During the Summer Institute, participants are assigned a mentor who will work with teaching teams composed of both the lead teachers and the assistants for nine months. Teams are also provided with a toolbox of materials and teaching resources valued at \$350.00 to transform the learning environment.

Program Features

- **Pre-Institute Assessment:** To determine eligibility and selection into the program
- **Three-Day Intensive Summer Institute and a cultural toolbox valued at \$350**
- **Nine Months of Mentoring:**
 - **Four Supportive Visits-**The mentor and the team build rapport and plan what actions they will tackle together
 - **Three Assessment Visits-**They use two scales to help the mentor and team reflect on the learning that has occurred and determine what types of supports are needed for the team to continue to make progress
- **Quarterly Learning Communities:** Teleconferences that allow all participants to share lessons learned
- **Cultural Conversations:** Directors Institutes: A two-day intensive Leadership Institute for directors and supervisors to impart the principles of the program so they can continue to mentor their staff after the mentoring process has ended

The program blends content, theory, practice, and simulations to assist early childhood teachers in changing their thinking about culture and language, to provide enhanced literacy moments, to integrate culture across curriculum areas, and to become better equipped to use culture and language as tools for learning and supports for positive cultural identity and self-esteem. The optimal goal of the program is to assist teachers in becoming more culturally conscious by implementing seven core program strategies: classroom design; routines and transitions; enhanced literacy moments; co-teaching and co-decision making; utilization of children's home language to expand vocabulary in both the children's home language and English; greater parent involvement; and children's engagement in learning.

Table 1 in the Appendix illustrates the core program strategies and the commendations and recommendations mentors typically use to prompt the teaching teams to make changes in their thinking, as well as in their practices. The recommendations are written in more of a suggestive tone of voice using the words "consider" or "think about adopting." These terms help the teachers feel less threatened by the process, which helps to maintain the cooperative relationships between the cultural coach and the educators. Also, after the

commendations and recommendations process, the cultural coach rates the core program strategies with language that is closely related to the terminology used in the Stages of Change Scale. When the Children Institute's Stages of Change Scale is used, we are measuring the teaching teams' general disposition and readiness toward change, and when we use the Core Program Strategies Checklist with the language that closely relates to the terminology used in the Stages of Change, we are measuring what specific strategies teams are thinking about implementing and what supports are needed to help them go to the next level.

The New Jersey Cultural Competency and English Language Learners Summer Institute and Mentoring Program has become known as the 'New Jersey Model' for its evidenced-based approach to transforming educators' thinking and classroom practices to become more linguistically and culturally competent. In April 2011, the program model was peer reviewed by the American Educational Research Association and presented at their Annual 2011 conference in New Orleans. The peer reviewers commented that the program "offers a unique style that has the potential to change the way we offer professional development and provides valuable insight to practicing teachers addressing the needs of diverse student populations."

The Science of Change: Transforming Teachers' Thinking and Practices

The New Jersey Cultural Competency and English Language Learners Summer Institute and Mentoring Program is grounded in the principles of action research, believing that teachers are equal partners with their mentors in their learning and the architect of their own professional development. Action research utilizes five steps: 1) Identify and Diagnose; 2) Plan; 3) Interpret; 4) Action; and 5) Reflect. We have seen first-hand in the New Jersey model this spiral process that alternates between action and critical reflections. The supportive visits offer the opportunity to be action-oriented on the targeted changes in both thinking and practices, and the assessment visits offer an opportunity to measure what has changed and what still needs to be changed [Refer to Table 2 in the Appendix for a complete description of Action Research as it relates to the New Jersey Model].

The paradigm shift must first occur in the teachers' thinking by identifying blind spots and examining their own disposition for change. In the words of the late William Perry, esteemed professor at Harvard University, "We must pay closer attention to our own powerful inclinations not to change" (Kegan & Laskow-Lahey, 2001). Change is difficult for everyone. The familiar provides a safety net so we remain unprovoked, level-headed, and safely in our comfort zones. Nevertheless, in these comfort zones we are blinded from the reality that we can hold biases against our students that impact their academic success and the development of their cultural identities and esteem. This is the first premise that teachers must arrive at if they are to begin the process of addressing their blind spots and biases that impact child development, their esteem for children, and their practices in the classroom.

The mentors (cultural coaches) in the New Jersey model promote a deep level of cultural knowledge and reflection. It is not only because they have an innate disposition and perspective for working with diverse populations, but also because they are mentored, too, through the process called "*mentoring the mentors*" and "*coaching the coaches*." The New Jersey's

mentors receive monthly reading assignments, keep a reflective journal on their journey as a cultural coach, meet monthly to share lessons learned, identify areas in which they need support, and are observed in action once or twice a year by the program director. They also serve as co-facilitators during the Summer Institute and the Director's Institutes, and are deeply vested in the personal and professional growth of the teachers they mentor.

The cultural coach's role is to be a sounding board, a challenger of biases, a thinking partner, and a person who is invested in the teacher's (mentee's) professional and personal growth and development. The cultural coach can motivate, influence, and persuade teachers to want a more accurate picture of the students in their classroom and help them understand the unconscious lenses they use to think, judge, and respond to their diverse students. These mentors are also consistently modeling the principles of becoming culturally conscious to ensure the efficacy of the program. As the teaching teams progress through the stages of change, it is expected that the mentors also travel through a parallel trajectory of change and reflections in becoming cultural conscious.

In essence, the mentors and the teaching teams are learning from one another. The coach and teaching team partnership allows for all parties involved to become scholars of culture and collaborative thinkers on ways to welcome every single family's culture and language into the learning experience in a significant way. Mentors change the learning environment one team at a time, and teachers transform their classrooms by connecting with one family at a time. The cultural coach presents and models various strategies that will help the teachers and the students enter into a more culturally inclusive learning environment that supports first- and second-language acquisition.

When teachers get an "Ah-ha" moment and see where they have been blind-sided, the change process happens relatively quickly. When teachers are resistant and fail to see their shortcomings, the change process is complex

and can be frustrating for both parties (the teacher and the coach). The only way the change process can begin is if there is awareness that something needs to be changed. The buy-in of the teachers and the rapport that the cultural coach establishes is essential, and necessary, if real change is to occur and be sustained.

Teachers can make changes in their thinking as well as in their practices through carefully designed “mentor moments.” Mentor moments

are carved-out times in the day where the mentor acts as a cultural coach to help the teachers dig deeper into the frame of culture and language. In these teachable moments, mentors urge teachers to examine how both culture and language impacts children’s self-esteem and cultural identities. Mentors also take this time to commend the team on implementing effective strategies and make recommendations for further improvement.

Meet the Teachers of the 2011-2012 Cohort

In 2011-12, the Summer Institute and Mentoring Program engaged and prepared teaching teams from 12 classrooms in the following cities throughout New Jersey: Irvington, Jersey City, Montclair, Paterson, Perth Amboy, and Trenton. Three classrooms were located in New Jersey’s central region, and nine classrooms were located in the northern region. The program participants represented New Jersey’s increasingly diverse population, with nine educators identifying as Hispanic, five as Caucasian, and seven as African American [Refer to Figure 1 for ethnicity information]. In addition to speaking English, nearly half of the educators (10 of the 21 participants) indicated competency in Spanish as well. The educators ranged in age from 25 to over 50 years old.

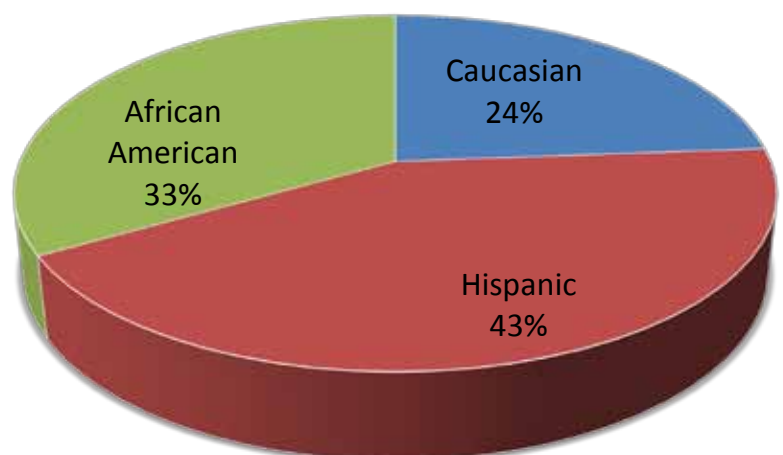
The teachers participating in the Summer Institute and Mentoring Program ranged broadly in educational background. More than half of the teachers possessed a bachelor’s degree (12 of the 21 participants) with 10 hold a pre-school to third grade standard teaching certificate, two had earned master’s degrees, two had associate’s degrees, three had a CDA credential, two teachers were candidates for a CDA credential.

Through post-program interviews and surveys with the 2011-12 cohort, the teachers reported that the Summer Institute and Mentoring Program was an excellent learning experience. The teaching teams remarked very favorably upon the helpfulness and usefulness of the program in transforming their thinking and



Figure 1: Educator Ethnicity

2011-12 Cohort



classroom practices. Several participants reported that the Summer Institute provided them with immediate ideas to transform their classroom and incorporate new strategies into their teaching. Inspired by the literacy moment demonstrations, one teacher described enhancing her own read-alouds with props and dress-up centers immediately when returning to her school. “I realized that I needed to make my storytelling more visual to the children who do not fully understand English,” she explained.

“I began pointing to objects, emphasizing key words, and using props in my storytelling. I also re-read stories in Spanish so that all students could hear the story in two languages.” In another interview, one participant commented that she was inspired by the program’s learning experience, “It was so interesting and beneficial to me that it encouraged me to go back to school and obtain a master’s degree concentrating in English Language Learners.”

2011-2012 Program Cohort: Results

The New Jersey Cultural Competency and English Language Learners Summer Institute and Mentoring Program is an **evidence-based program with a proven track record** of changing the way teachers think about and implement strategies that link culture and language. The data collection process is highly dependent on mentors’ reports that include *Supportive Visit Narratives with a Core Program Strategies Checklist*, and two assessment tools (*The Culture and Language Assessment Scale* and the *Stages of Change Scale*). The program reports are written to inform the director, mentors, participants, evaluators, policymakers, and funders on the

efficacy of the program and its impact on early childhood classrooms working with diverse children and families. In addition, pre- and post-program tests are administered to measure what teachers knew prior to the three-day Summer Institute and what knowledge they gained after attending the Institute. Moreover, a Final Program Evaluation (Likert Scale) is mailed to each participant to evaluate each component of the program, what was learned, and the mentor’s effectiveness in engaging the teams as a change agent. The findings of the program are published and distributed annually to the larger early childhood community as evidence of best practices.

Tools for Measuring Program Impact

- **The 5-Point Culture and Language Assessment Scale** measures across three competency areas that include developmental appropriate practices, English Language Learner strategies, and cultural-competency strategies using 26 categories across three domains: classroom design, teachers’ rhythm and temperament, and instructional strategies.
- **The Children’s Institute Stage of Change Scale** measures teachers’ general dispositions and readiness for change using seven indicators that rank the teachers’ overall stage of change using the following stages: Pre-contemplation, Contemplation, Preparation, Action, and Maintenance.
- **Supportive Visit Narratives with Core Program Strategies Checklist** measures what specific strategies teams are thinking about implementing and what supports are needed to help them go to the next level using language that is closely related to the Stage of Change terminology.
- **Final Program Evaluation** (Likert Scale) measures what components of the program have been most effective in changing teachers’ thinking and practices.

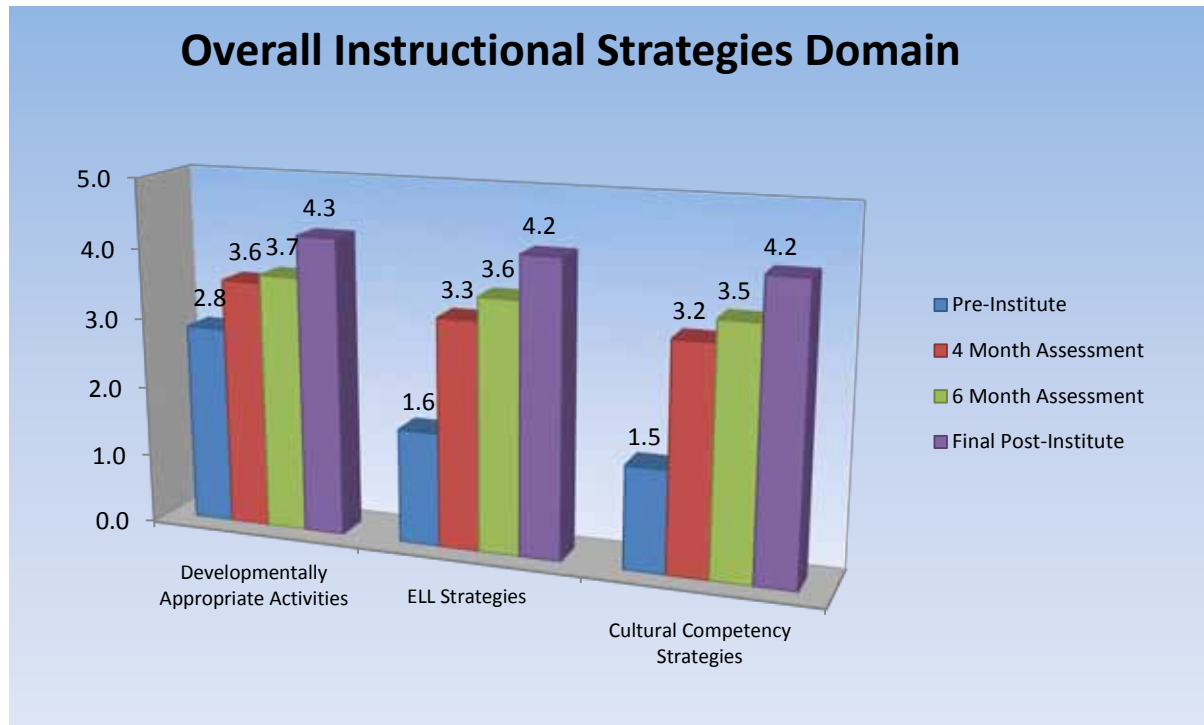
2011-2012 Program Cohort: Improvements to Classroom Instruction

The strongest improvements reported by the mentors for the 2011-12 cohort were in the area of instructional strategies. An analysis of the Culture and Language Assessment Scale data indicates that the New Jersey Cultural Competency and English Language Learners Summer Institute/Mentoring Program was highly successful in empowering the teaching teams to apply their cultural and linguistic knowledge to support the development of diverse young children. When comparing the instructional strategies assessment results of the pre-Institute assessment with the results of the final post-Institute and Mentoring assessments, there are notable improvements across domains

that indicate the adoption of best practices. [Refer to Figure 2 for complete results.]

The greatest improvement within the instructional strategies domain was the increasing incorporation of culturally competent instructional strategies. The mean score for culturally competent instructional strategies increased by 2.7 points on the 5-point scale throughout the course of the program. Similarly, the mean score for English Language Learner instructional strategies increased by 2.6 points, while the mean score for developmentally appropriate instructional strategies increased by 1.5 points.

Figure 2: Using the Culture and Language Assessment Scale for All Teaching Teams



2011-2012 Program Cohort: Enhancing Educators' Teaching Rhythm and Temperament

Throughout the Summer Institute and Mentoring Program, the mentors focused on improving the teaching style of, and interaction between, the members of the teaching team. The teaching rhythm refers to how the lead and assistant teachers work cooperatively to support students' culture and language development during moments of co-teaching and within small groups. A successful teaching team applies the skill sets of each educator to provide all students with the maximum attention and support.

For example, in a teaching team where the assistant teacher can play a musical instrument and the lead instructor cannot, the assistant teacher should feel empowered to have a significant role in adding musical elements to literacy activities and classroom transition to enhance understanding for English Language Learner students. Similarly, an educator that is fluent in one of the students' home languages should be viewed as an asset, and regularly apply their linguistic skills through bilingual read-alouds.

The teaching team's temperament refers to the educators' degree of empathy and disposition towards students and parents whose home language is not English. A culturally competent instructor would incorporate modeling, props,

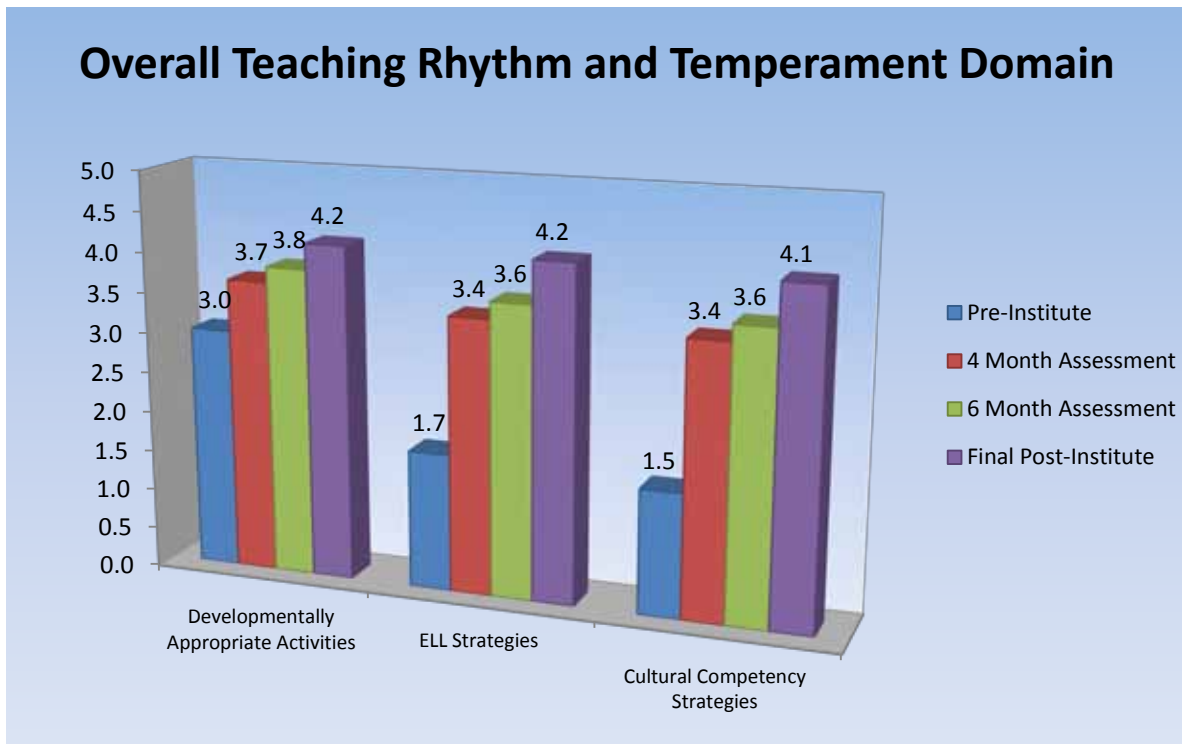
and visual cues, rather than raising his or her voice, to help English Language Learner students understand the new language of English. Exceptional teaching temperament would also be observed through an instructor learning basic phrases in a parent's home language to help communicate classroom news and remain patient and diligent in translating information about a child's academic progress.

When comparing the teaching rhythm and temperament domain results from the pre-Institute assessment with the results of the final post-Institute assessment using the Culture and Language Assessment Scale, the data demonstrates improvements in all three competency areas. [Refer to Figure 3 for complete results.] The greatest improvement was demonstrated through the increasing incorporation of culturally competent strategies. The mean score for culturally competent teaching rhythm and temperament increased by 2.6 points on the 5-point scale throughout the course of the program. Furthermore, the mean score for English Language Learner-appropriate teaching rhythm and temperament increased by 2.5 points. Overall, the data clearly demonstrates improvements in the areas of student and parent interaction, as well as co-teaching and co-decision making within the teaching teams.



The class 2011-2012 were given blinders to remind the cohort of the Summer Institute's Theme Cultural Consciousness: Blinders On - Blinders Off.

Figure 3: Results Using the Culture and Language Assessment Scale for All Teaching Teams

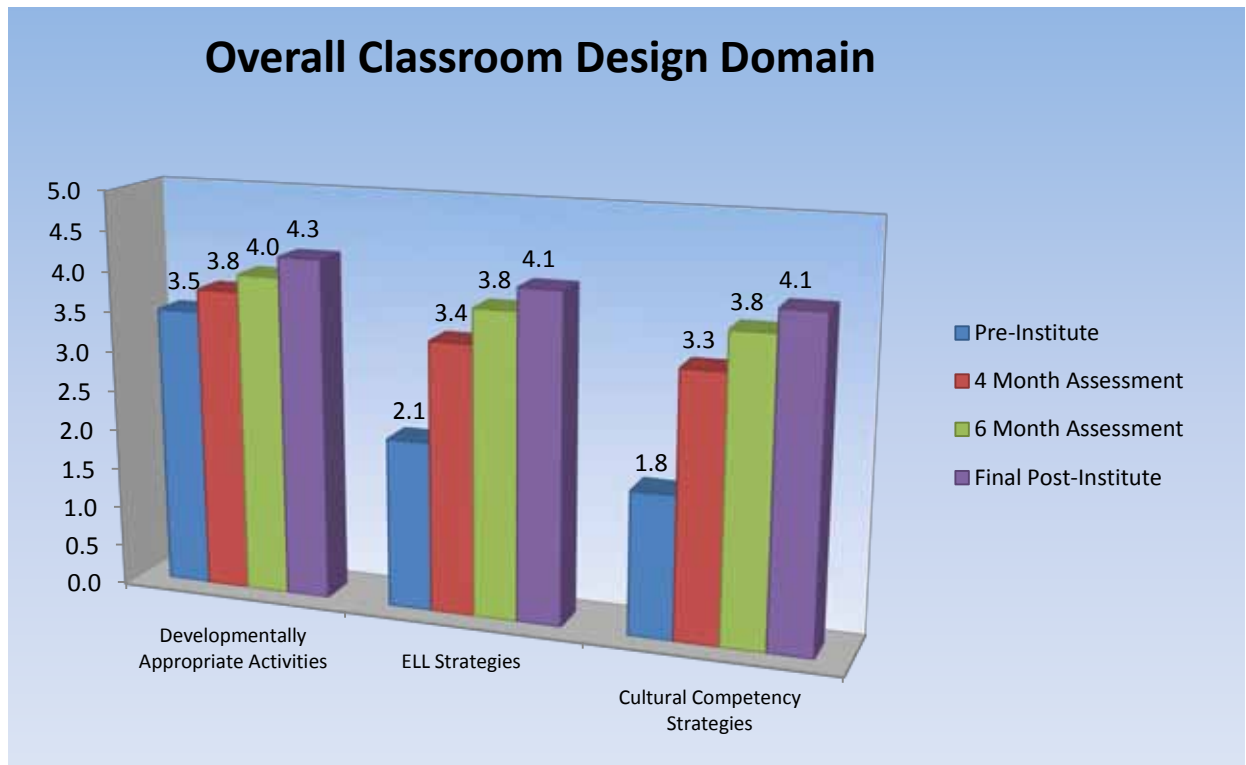


2011-2012 Program Cohort: Transforming Classroom Design

Participants attending the Summer Institute and Mentoring Program gained substantial knowledge of the unique needs of young English Language Learners and applied this knowledge by transforming their classroom environment. With guidance from their mentors, the teaching teams made substantial gains in redesigning their classroom environments to be culturally competent and welcoming to all learners and their families. Successful improvements included adding photos and posters representing all students' cultures, as well as labeling classroom objects in the children's home languages and English.

When comparing the results of the pre-Institute assessment with the final post-Institute assessment, the classroom design domain improved in all three core competencies areas. [Refer to Figure 4 for complete results.] The mean score for culturally competent design demonstrated the greatest increase, with an improvement of 2.3 points on the 5-point scale between the pre-Institute assessment and the final assessment. Similarly, English Language Learner classroom practices grew by 2 points on the 5-point scale.

**Figure 4: Overall Classroom Design Domain
Language Assessment Scale for All Teaching Teams**



Applying the TTM to Assess Culturally Competent Early Learning Environments

The transtheoretical model (TTM) of change developed by James O. Prochaska, John C. Norcross, and Carlo C. DiClemente (1995) is a model that demonstrates how people intentionally change. These esteemed clinical psychologists and researchers uncovered a scientific approach that demonstrates how change unfolds through a series of stages

and surmised that “successful changers use tools at a specific time, choosing a different one whenever the situation demanded a new approach (Prochaska, Norcross, and DiClemente 1995). The original scale had Six Stages of Change: Pre-contemplation, Contemplation, Preparation, Action, Maintenance, and Termination/Relapse.

Stage of Change

- | | |
|---------------------|-----------------------|
| ■ Pre-contemplation | ■ Action |
| ■ Contemplation | ■ Maintenance |
| ■ Preparation | ■ Termination/Relapse |

For full description and processes of change, see Table 3 in Appendix

The Adaptation of the Stage of Change Scale for Early Childhood Education

The Children's Institute in Rochester, New York, applied the work of Prochaska, Norcross, and DiClemente and created the **Stage of Change Scale** as a simple method of assessing an early childhood educator's readiness to change their practices using only **Five Stages of Change**: Pre-contemplation, Contemplation, Preparation, Action, and Maintenance. The Scale was then piloted through Partners in Child Care in Rochester, funded by the U.S. Department of Education. The Children's Institute Stage of Change Scale was used by the New Jersey Model to measure teachers' readiness to change and rank their disposition to change using **seven indicators** that determine readiness: intention to change, awareness of a need for change, seeking information, effect on children, overcoming obstacles, social support, and professional identity. This adaptation allowed both the assessment tools and the supportive visit narratives to use the same change scale terminology and arrive at an overall Stage of Change score that accurately reflected the actions and journey each team made to become more culturally conscious. The New Jersey Institute and Mentoring Program then adopted the Children's Institute Stage of Change Scale to assess the participants' changes in thinking as they worked to transform their classroom practices. The mentors used the Stage of Change Scale in conjunction with the Culture and Language Assessment Scale to assess the progress of the teaching teams.

The Stage of Change Scale process is particularly helpful in the New Jersey Model because it allows the mentor to see what is

working and what interventions are still needed to help the team make changes across the core program strategies. It also helps the mentors' efforts to get the teachers to entertain the thought of change in general. It helps teaching teams be reflective, and think about their actions and desired outcomes. Additionally, the Stage of Change Scale helps to illustrate the transformational process that teachers must undergo before change is possible and evident. The cultural coach used the Stage of Change Scale score to help the teaching teams think about the tools needed to effectively respond to specific situations in the diverse classroom. In some cases, the teaching teams did not need to learn five languages fluently; rather, they needed to make cultural and linguistic connections with children and families to demonstrate how much they valued their culture and language. The more the mentors and teaching teams studied culture and language, the more skills they acquired to become scholars of diversity.

Once the categories were carefully examined and scored, an average score was determined by the mentors for each supportive visit using the Core Program Strategies Checklist and language that was closely related to the Stage of Change Scale. To quantify the results of the mentor's Core Program Strategies Checklist assessment, each stage of change was assigned a numerical representation to illustrate the movement along the core program strategies to full transformation in thinking and actions: Not Ready for Change (1), Thinking about Change (2), Getting Ready for Change (3), Ready for Action (4), and Consistently Changing and Action Driven (5).

Measuring Impact on Teachers' Thinking and Practices

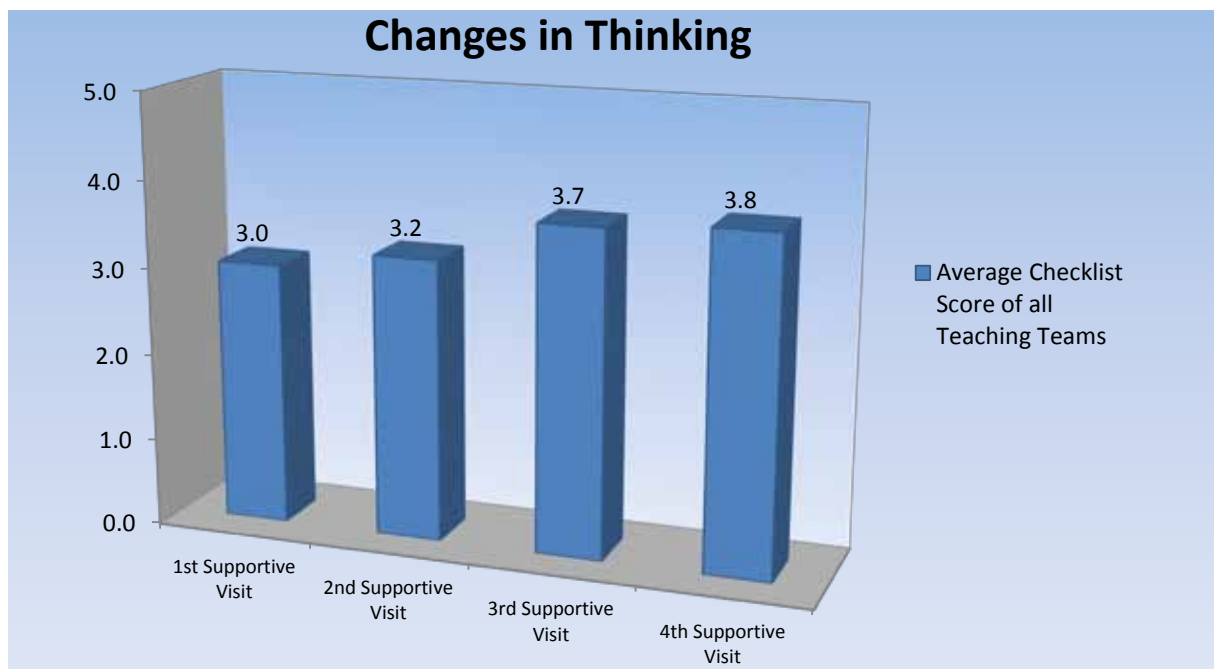
Overall, when assessing the transformations in thinking and practice for all the teaching teams across the four supportive visits during the 2011-12 program cohort, it is clear that the teachers' thinking was transformed and that classroom practices improved to become more linguistically and culturally responsive. When averaging the Core Program Strategies Checklist results for all the classrooms, the teaching teams appear to stay within the Getting Ready for Change phase and moved slowly towards the Ready for Action phase [Refer to Figure 5 for full results] throughout the nine-month mentoring period. The overall average score of the teaching teams on the Core Program Strategies Checklist during the first supportive visit is 3.0 points on the 5-point scale, improving by .8 points to reach an average score of 3.8 by the fourth supportive visit.

This overall analysis is not particularly indicative of the truly remarkable transformations some of the teaching teams achieved when changing their thinking and practices, as there was a wide variety of results between the 12 classrooms. During the 2011-2012 program year, some teaching teams hit the ground running and, when the mentors conducted the first supportive visits, most of the core program

strategies were in place and the teaching teams had fully embraced positive changes in their classroom. However, the mentors also observed teaching teams that had made little or no change throughout the nine-month mentoring period. The number of improved classrooms appears to be balanced out by the number of teaching teams whose progress in transforming their thinking stagnated during the mentoring phase of the program. This is reflective on the sixth stage that Prochaska, Norcross, and DiClemente developed - the stage of relapse. This stage occurs when teachers return to their previous routine and do not make any effort to be culturally and linguistically responsive.

The delayed process of some of the teaching teams in fully embracing change is due to the slow process of becoming culturally conscious. Change is not a quick formula. It is a process between a mentor and teacher that takes time, effort, and fidelity to methods that have proven to work with other teaching teams. The mentors had to work hard to form sustained relationships with the teachers to ensure these early childhood educators become self-motivated and committed to engaging diverse children and families in meaningful and profound ways.

Figure 5: Overall Changes in Thinking About Specific Core Program Strategies



Classroom Profiles

Improving Learning as a Team: Gilmore Memorial Preschool



Giovanni Zambrano and Luisa Vizcarrondo with mentor Dee Bailey (center).

The Gilmore Memorial Preschool team of Luisa Vizcarrondo and Giovanni Zambrano worked passionately to create a culturally competent classroom for their diverse learners throughout the New Jersey Summer Institute and Mentoring Program. For this teaching team, the journey was personal. Ms. Vizcarrondo first attended school in a primarily English-speaking classroom in the United States, but as a young learner, she moved and attended a Spanish-speaking classroom in Puerto Rico. Sympathizing with the young English Language Learners in her classroom, she remembered her own abrupt transition, commenting, “I felt a little lost, I know that feeling.”

Because of her personal experience attending schools in two different countries, Ms. Vizcarrondo found the New Jersey Summer Institute and Mentoring Program extremely helpful. Ms. Vizcarrondo remarked, “I am very glad I went to the program and completed the training because there were a lot of Spanish-speaking children in my school. In my classroom, we had five students that were speaking Spanish with some English proficiency and three who did not speak English at all. I saw a big improvement by the end of the year – all students were able to speak in English and write in English. What the Institute did for me is that it made me realize I need to cater to them more and start speaking to them in Spanish and slowly transition them to English.”

Trying to ensure that all of their students felt accepted in the classroom, the Gilmore Memorial teaching team worked hard to make their classroom environment and activities welcoming to all learners. The teachers focused on leveraging each of their personal strengths, and working together more effectively as a team. Ms. Vizcarrondo focused on leveraging her Spanish-speaking abilities to integrate both languages into daily greetings and circle time, while Mr. Zambrano used his musical abilities to play the guitar to songs that the students could sing in English and Spanish. Mr. Zambrano also enhanced transitions and movement activities such as guiding students to dance the Hokey Pokey. Mentor Dee Bailey commented on the musical addition to the classroom, “What a wonderful gift for the children to be exposed to on a daily basis... This activity is conducted in Spanish and English to the joy and delight of the children.”

Ms. Vizcarrondo and Mr. Zambrano also worked to improve their co-teaching, as well as their rhythm and temperament. Their mentor saw great progress throughout the supportive and assessment classroom visits.



Bilingual lesson on the Shoe Store.

She noticed that, during her supportive visits, the teachers were very receptive to recommendations for future improvements. Ms. Bailey applauded their efforts, stating, “The teaching team works excellent together. They both rely on their strengths in Spanish and English to ensure that the children and families are greeted, received, and transitioned into the daily routine in a manner that says I am welcome here!”

One of the most inventive and innovative activities the teaching team designed for their students was a theme of Shoes “Zapatos or Zapatillas.” The teachers created a mock shoe store out of a cardboard box and placed it in the dramatic play area. The teachers engaged the parents by asking each family to send in a pair of shoes from their house or work to stock the shoe store. The end result was a wide variety of shoes, from high heels to work boots. To indicate their purchase, the students practiced their literacy skills by writing the word shoe in both English and Spanish, and math lessons

were designed around exchanging money to purchase the shoes. Literacy moments were designed around books with shoe themes and the library was stocked with books about shoemakers and shoes required by different occupations.

The evaluation data further supports the teaching team’s success, indicating that the team’s rhythm and temperament significantly improved throughout the course of the New Jersey Summer Institute and Mentoring Program. The mean score for the teaching rhythm and temperament domain that related to culturally competent techniques increased by 3.6 points on the Culture and Language Assessment 5-point evaluation scale from the first pre-Institute assessment to the final assessment. Similarly, the mean score for teaching rhythm and temperament related to English Language Learners increased by 3.3 points to achieve a nearly perfect ‘excelling’ rating of 4.6 by the final assessment. [Refer to Figure 6 for full results.]

**Figure 6: Gilmore Memorial Preschool
Results Using the Culture and Language Assessment Scale**

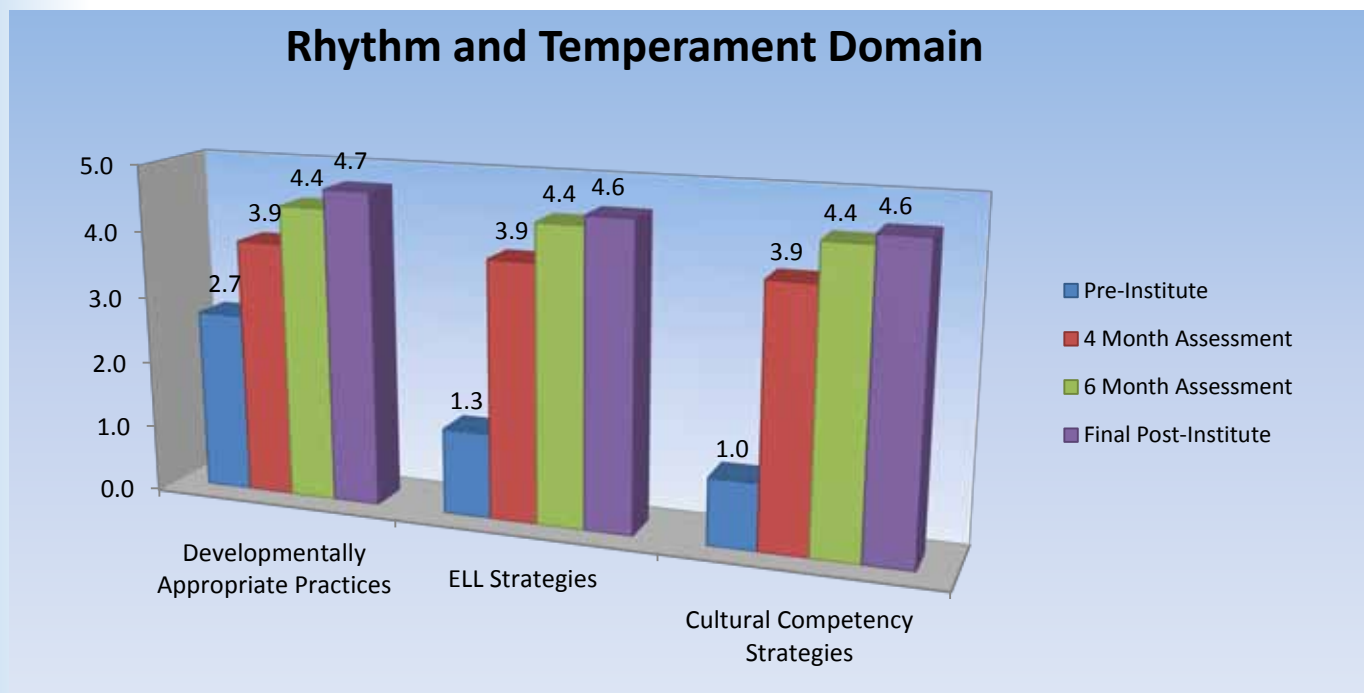
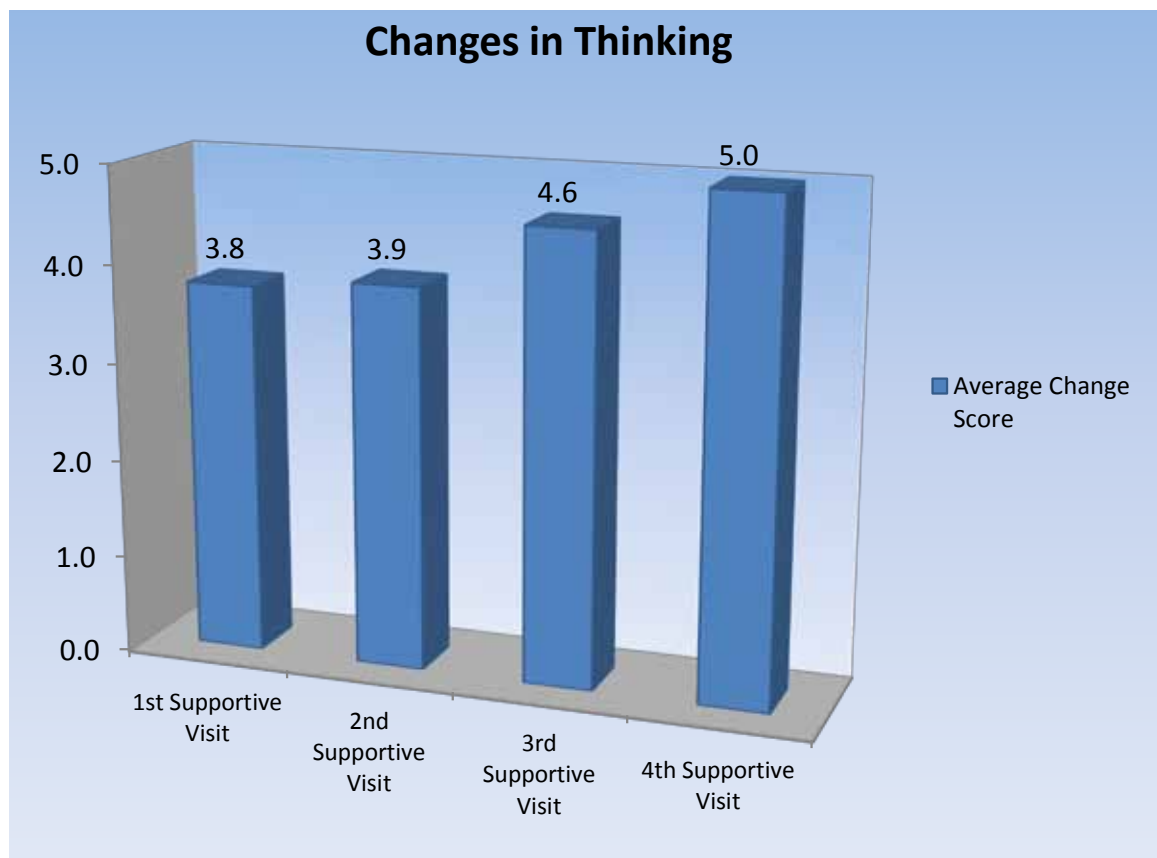


Figure 7: Gilmore Memorial Preschool, Changes in Thinking About Core Program Strategies Checklist

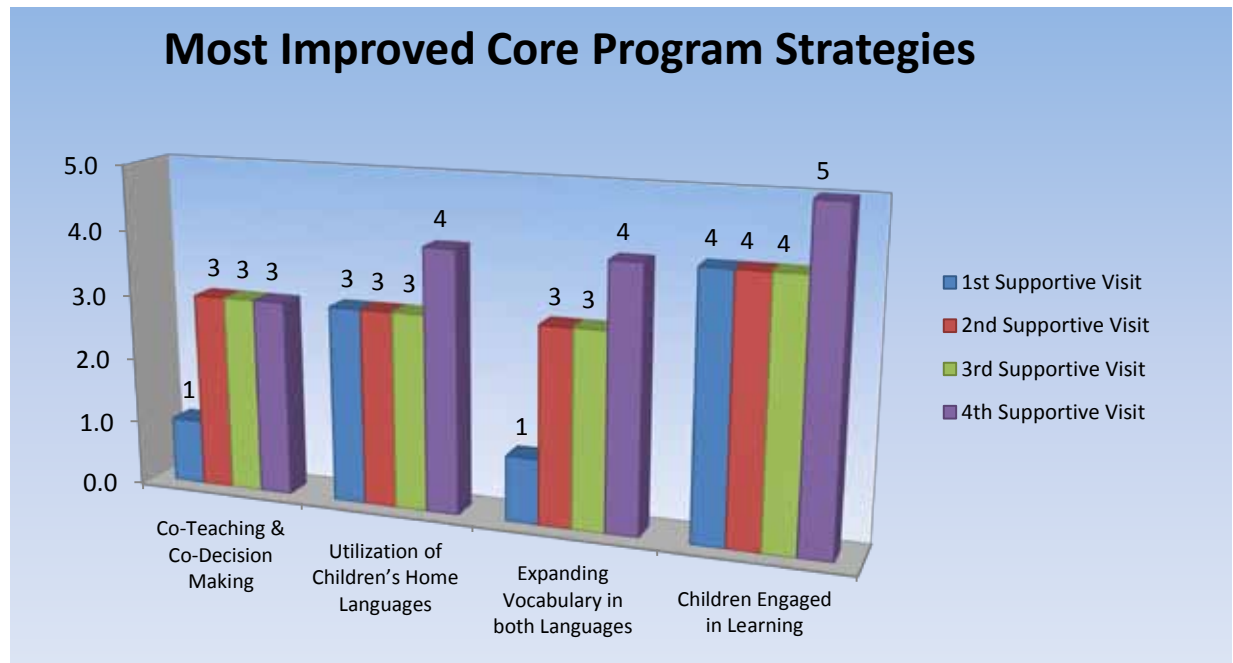


The teaching team also demonstrated significant gains in transforming their thinking and practices in several core competencies. When analyzing the improvement in core competencies between the first and fourth supportive visits, the team made great improvements in expanding vocabulary in both languages. During the first supportive visit, the Core Program Strategies Checklist competency of expanding vocabulary in both languages was assessed to be in the Thinking about Change phase, represented by a score of 2 on the 5-point scale. By the fourth supportive visit, the teaching team score in this core competency improved by 3 points, indicating that they were now in the Consistently Changing and Action Driven stage, represented by a score of 5 on the Core

Program Strategies Checklist 5-point scale. [Refer to Figure 8 for full results.]

Corresponding to the evaluation data, this teaching team also made gains in transforming their thinking, as indicated by the Core Program Strategies Checklist assessment. By the fourth supportive visit, the Gilmore Memorial Preschool teaching team was regularly incorporating culturally and linguistically appropriate routines. Ms. Bailey determined that the team had moved from the Ready for Action phase to the Consistently Changing and Action Driven phase, indicated by a final average score of 5 on the Core Program Strategies Checklist 5-point scale. [Refer to Figure 7 for full results.]

Figure 8: Gilmore Memorial Preschool Most Improved Strategies Using the Core Program Strategies Checklist

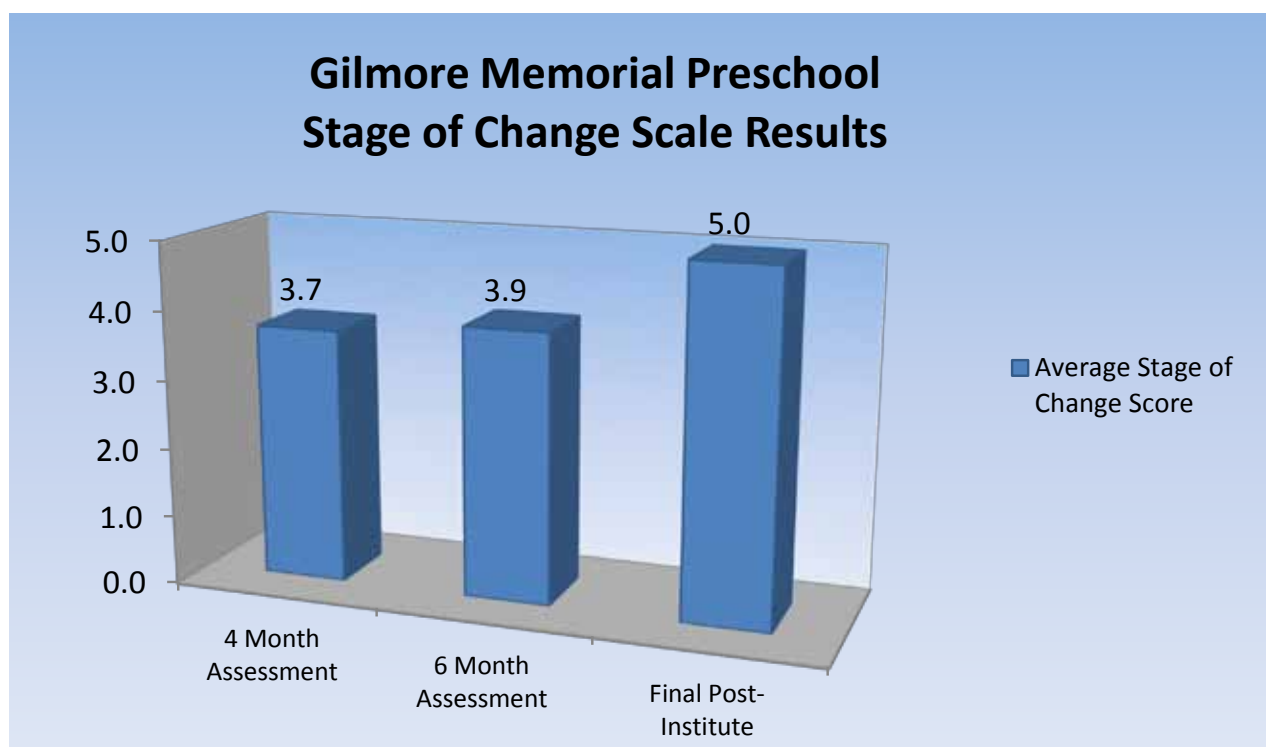


When evaluating the teaching team's changes in thinking using the Children's Institute Stage of Change Scale, an analysis of the assessment data further supports the teaching team's success. Using the 5-point Stage of Change Scale, it is clear that the overall stage of change for the teaching team moved from the Action stage, represented by a score of 3.7 in the first assessment, to the Maintenance stage, represented by a score of 5 during the final post-Institute visit. [Refer to Figure 9 for full results.]



Giovanni and Luisa lead a bilingual musical lesson.

Figure 9: Stage of Change Scale-from Action to Maintenance



Building Confidence to Integrate Diverse Cultures and Languages: Little Kids College

When entering the New Jersey Summer Institute and Mentoring Program, Little Kids College teaching team Kaitlin Stewart and Michele Gates were excited to start learning new techniques to engage their classroom's diverse English Language Learners. With 11 English Language Learner students in their class out of 15 total students, both Ms. Stewart and Ms. Gates recognized that they needed to learn new strategies to make all of their students feel welcome. The teaching team also wanted to develop their language skills to better communicate with diverse family members. Ms. Stewart expressed in her application to the program that one of the professional development goals she set for herself was to "become more aware of the different cultural needs in the classroom and learn how to incorporate these needs into my teaching so that I can assure that all of my children's needs are being met."



Michele Gates and Kaitlin Stewart with mentor Liliana Gomez.

Throughout the program, the assessments of the teaching team steadily improved as Ms. Stewart and Ms. Gates received consistent and individualized support from their mentor, Liliana Gomez. When beginning the program, Ms. Gomez noted that, while the teaching team used basic Spanish phrases in their instruction, the students would benefit from the extended use of their home language in all instructional activities. Throughout the supportive visits, Ms. Gomez demonstrated how Spanish and Burmese phrases could be incorporated into literacy activities, as well as circle time and learning centers. Throughout



the mentoring process, Ms. Gomez also worked with the team to scaffold instructional activities with additional props to increase comprehension and bolster understanding of concepts for students learning English.

While initially hesitant to practice new Spanish phrases, Ms. Stewart realized that these skills were necessary, commenting, “The

Summer Institute helped me realize that is hard to be a parent who does not speak English. This experience helped me become more sympathetic to parents’ needs and want to better communicate with them.” She slowly began to feel more comfortable in speaking with parents who did not speak English by jotting down notes and phrases in Spanish to aid in her communications. Ms. Stewart appreciated both her mentor’s and center director’s support as she transitioned to use more Spanish in her instruction and when communicating with diverse parents.

The team’s diligent efforts to establish closer relationships with parents, and communicate in their home language, paid off with parents volunteering to perform read-alouds with the students and becoming more involved in classroom activities. Most notably, a parent demonstrated how to prepare the traditional Puerto Rican spice “sofrito” by leading the children in mixing together the spice blend. In addition to increasing parent engagement, this activity enabled all the children to learn more about the Puerto Rican culture and experience a hands-on activity that reaffirmed the importance of accepting all cultures and cuisines.

Ms. Gomez noted that the strongest indication of this team’s improved instructional practices and ability to change was observed in their implementation of literacy moments. Throughout the course of the program, Ms. Gomez observed the team transition from first just using a book in their read-alouds to

eventually expanding their activities by using props, poems, and songs (in both English and Spanish), as well as connecting the story to other areas of the curriculum. Kaitlin described the mentor’s and team’s efforts to create literacy moments, “We started to make prop boxes so that children could have more visuals of the concepts represented in the story. This was important so that the students who did not speak English could see and touch what the story was talking about.”

When implementing a literacy moment for the story, *A Snowy Day*, the team worked with their mentor to create a prop box full of materials that could be incorporated into every learning center. This included creating a counting center with snowflakes, providing felt pieces to retell the story in the library center, and assembling a self-serve hot chocolate station so the children could practice following a recipe. The literacy moment was further complemented by gross motor activities that related the story’s theme as the children acted out ice skating across the classroom. The props and activities provided tangible reinforcements to the weather concepts presented in the story, and improved comprehension for the students learning to acquire English.

As the Little Kids College teaching team transformed their classroom to become culturally competent and welcoming to all learners, their mentor consistently observed improvements in both their practices and thinking. By the final observation, Ms. Gomez commended the team for filling their classroom with books in both Spanish and English, and creating multicultural bulletin boards that



Kaitlin and Michele

affirmed the diverse cultures represented in the classroom. Also, Burmese books were on order to further support the three languages that co-existed in this classroom. She also observed that transitions were improved with the incorporation of the children’s home languages, and that science and math concepts were now tied together to culturally competent literacy moments.

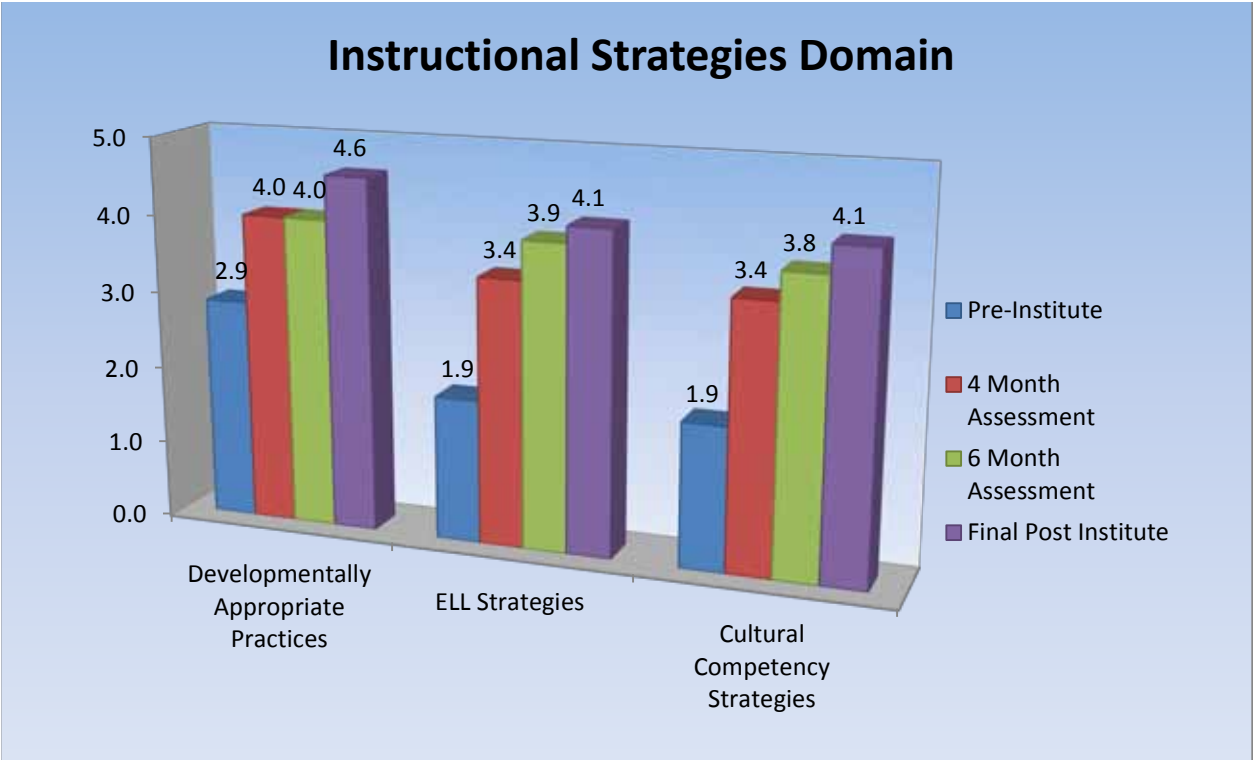
The evaluation data further supports the teaching team’s transformation. Using the Culture and Language Assessment Scale, the mentor visits indicated that the teachers’ instructional practices significantly improved throughout the course of the New Jersey Summer Institute and Mentoring Program. The mean score for the instructional practices domain that related to English Language Learners and culturally competent techniques both increased by 2.2 points on the 5-point Culture and Language Assessment Scale from the first pre-Institute assessment to the final assessment. The Little Kids College teaching team also achieved a



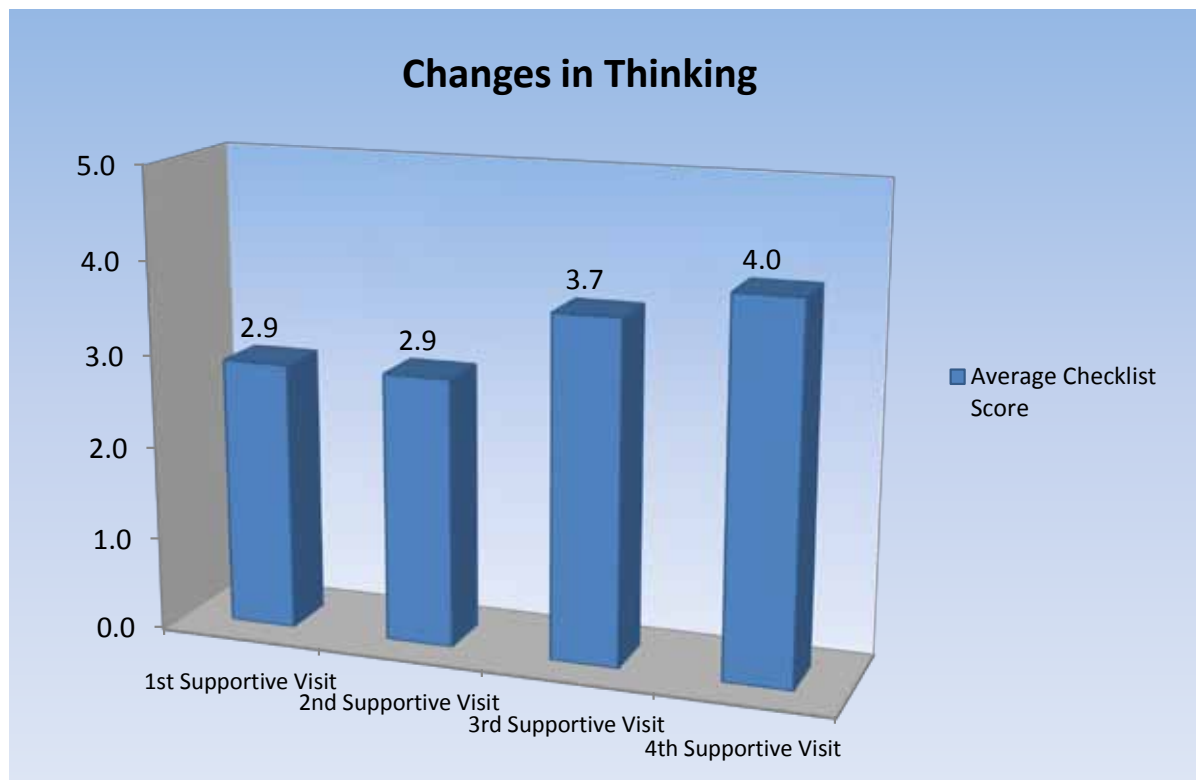
Library area where books are labeled in each language and genre.

nearly perfect ‘excelling’ rating of 4.6 points in the quality of their developmentally appropriate instructional practices by their final assessment. [Refer to Figure 10 for full results.]

Figure 10: Little Kids College Results Using the Culture and Language Assessment Scale



**Figure 11: Little Kids College Changes in Thinking
About the Core Program Strategies Checklist**



When analyzing the team's progress using the Core Program Strategies Checklist, it is apparent that this teaching team steadily improved their thinking about not only their own cultural identity, but also the identity of their students. Their mentor, Ms. Gomez, determined at the first supportive visit that the teaching team was in the Thinking about Change phase, represented by a score of 2.9 points on the 5-point scale. Working with their mentor, the team made steady progress throughout the nine-month mentoring period. This team's efforts resulted in Ms. Gomez determining that their changes in thinking had improved by 1.1 points on the 5-point Core Program Strategies Checklist to the Ready for Action phase by the fourth supportive visit. [Refer to Figure 11 for full results.]

The sustained commitment of the teachers to create a welcoming and inclusive environment for children of all language backgrounds is demonstrated when analyzing the improvement in core competencies between the first and fourth supportive visits. Using the Core Program Strategies Checklist, the changes in thinking in the core competency of literacy moments was assessed to be in the Thinking about Change phase, represented by a score of 2 on the 5-point Core Program Strategies Checklist, during the first supportive visit. By the fourth supportive visit, the teaching team scores in these core competencies both improved by 3 points, indicating that they were now in the Consistently Changing and Action Driven phase, represented by a score of 5. [Refer to Figure 12 for full results.]

IN CELEBRATION OF THE NEW JERSEY CULTURAL COMPETENCY AND ENGLISH LANGUAGE SUMMER INSTITUTE AND MENTORING PROGRAM'S 5TH ANNIVERSARY

Statement of Five-year Investment

Revenues	2007-08	2008-09	2009-10	2010-11	2011-12
Family Strengths--NJ Department of Human Services	\$9,000.00	\$25,000.00	\$50,000.00	\$50,000.00	\$50,000.00
The Schumann Fund for New Jersey	25,000.00	24,500.00	15,000.00	-	-
TD Bank Charitable Foundation		5,000.00	5,000.00	5,000.00	7,500.00
Bank of America		5,000.00	-	-	-
Thomas Edison State College	90,756.54	95,335.65	95,335.65	95,335.65	98,692.65
Total Assets	\$124,756.54	\$154,835.65	\$165,335.65	\$150,335.65	\$156,192.65
Expenses					
Personnel	\$90,756.54	\$95,335.65	\$103,185.65	\$103,185.65	\$103,185.65
3-day Summer Institute	6,000.00	10,000.00	13,000.00	9,800.00	10,250.00
Mentoring Component	15,250.00	24,150.00	24,150.00	21,350.00	26,757.00
Classroom Enhancements	1,500.00	7,300.00	7,300.00	6,000.00	6,000.00
Learning Community via Teleconferences	750.00	750.00	750.00	750.00	750.00
Program Evaluation	10,500.00	17,300.00	16,950.00	9,250.00	9,250.00
Total Liabilities	\$124,756.54	\$154,835.65	\$165,335.65	\$150,335.65	\$156,192.65
Net Assets	\$ -	\$ -	\$ -	\$ -	\$ -
Total 5-Year Investment:	\$751,456.14				



Class of 2007 - 2008



Class of 2009 - 2009



Class of 2009 - 2010

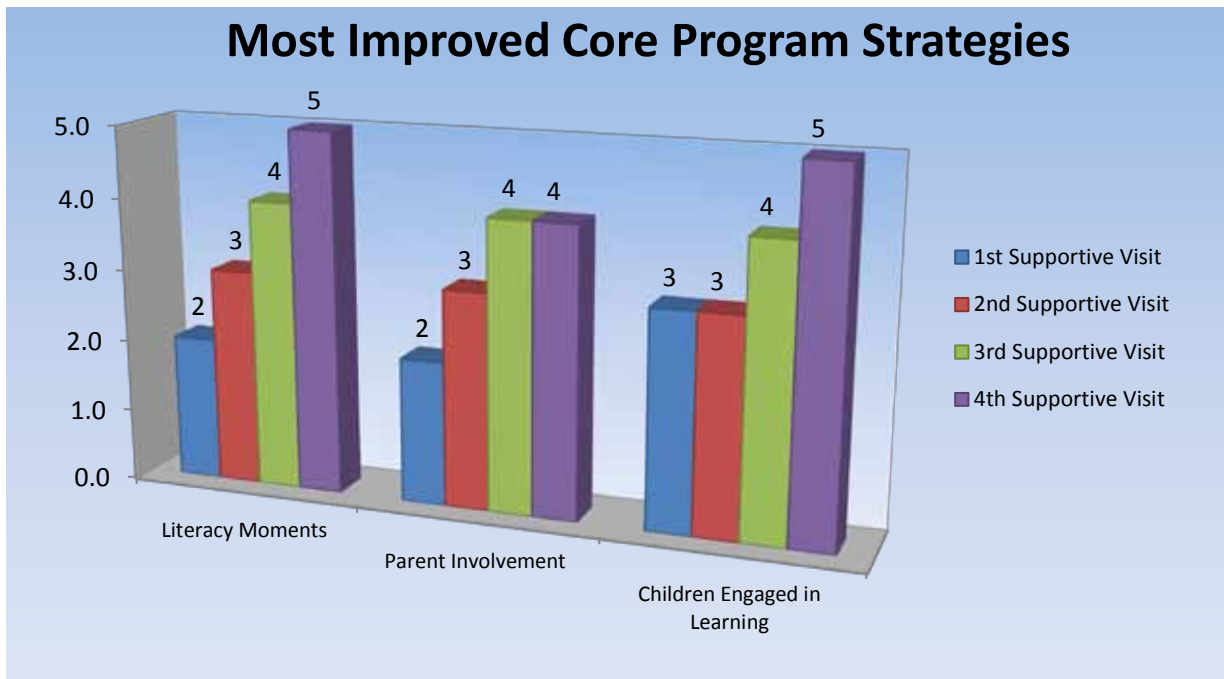


Class of 2010 - 2011



Class of 2011 - 2012

**Figure 12: Little Kids College Most Improved Strategies
Using the Core Program Strategies Checklist**

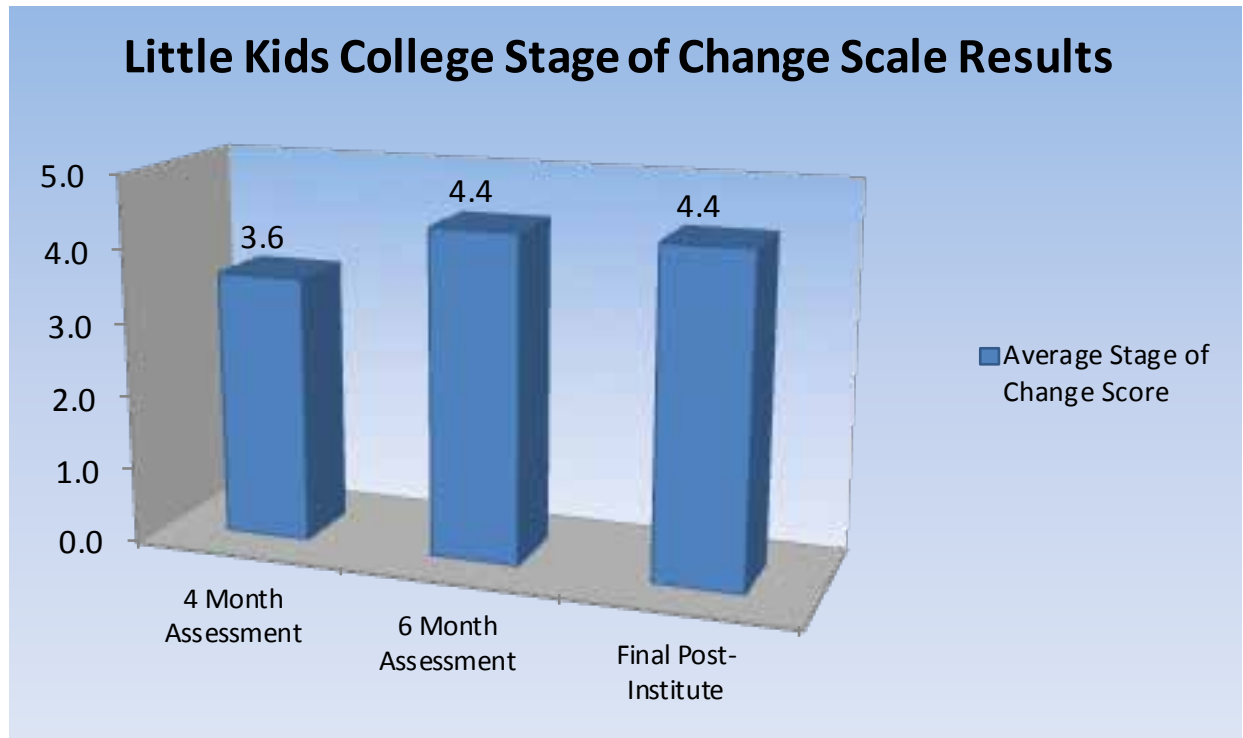


An assessment of the Little Kids College teaching team's changes in thinking using the Children's Institute Stage of Change Scale demonstrates that the teaching team remained within the Action Stage throughout the nine-month mentoring period. During the first assessment visit, their mentor, Ms. Gomez, determined that, when applying the Children's Institute Stage of Change Scale, the teaching team was

in the lower end of the Action stage; however, their score on the 5-point scale improved by .8 points, for a final score of 4.4 points. While the teaching team did not reach the most optimal stage of change-Maintenance-the Little Kids College educators did make notable progress in transforming their thinking and classroom practices.



Figure 13: Stage of Change Scale in Action



Transformation in Thinking and Practice: True Servant Preschool Academy

One of the most successful teaching teams in the 2011-2012 program year was from the True Servant Preschool Academy. The teaching team of Afiya Grissom and Ellie Rivera was already beginning to think about changes they could make to their classroom practices before arriving at the Summer Institute, but they were unsure how to incorporate cultural activities into their classroom. Afiya found it hard to communicate with her students and their families as a non-Spanish speaker; however, she was eager to learn ways she could better connect with her diverse students and their parents.

Experienced mentor, Merlene Taylor, guided this teaching team to work together more effectively, as well as incorporate culturally competent materials into their instructional and literacy activities. Ms. Taylor encouraged this eager team throughout the nine-month mentoring period and, as a result, the teachers transformed their classroom environment to be more linguistically and culturally



Afiya Grissom and Ellie Rivera

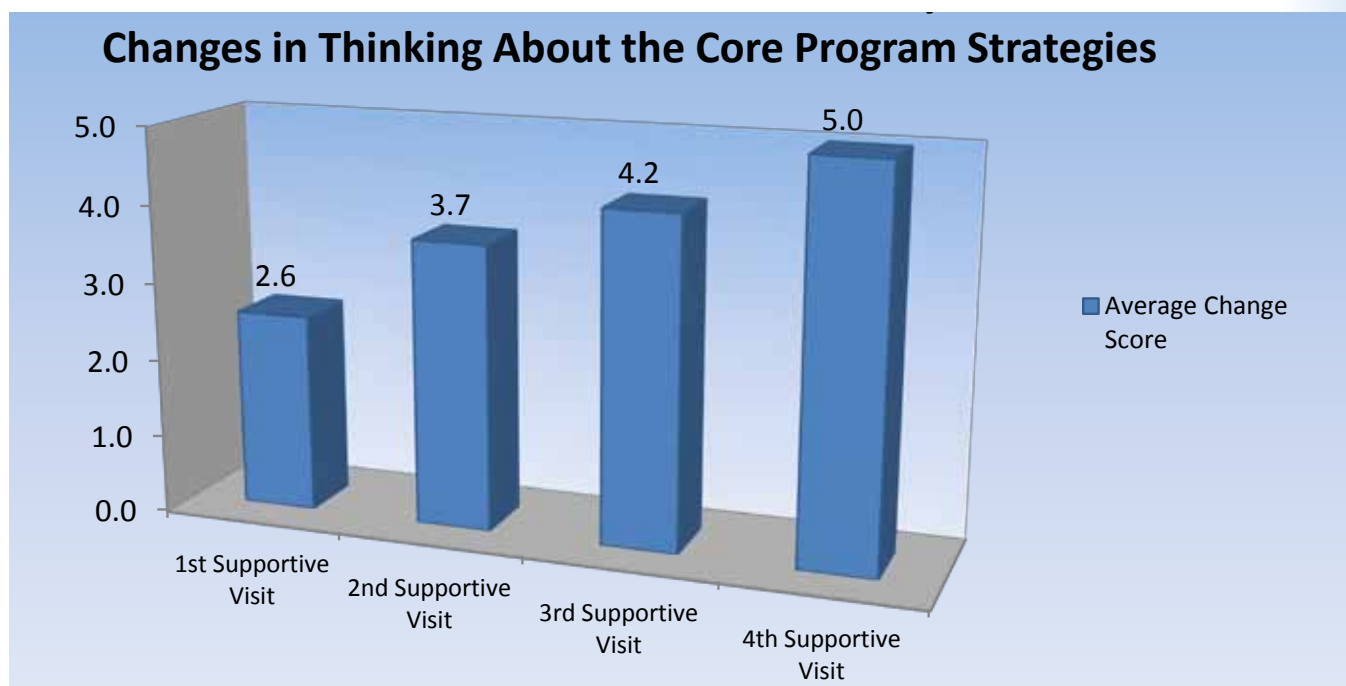
welcoming for their diverse learners. By the end of the mentoring period, Afiya and Ellie felt comfortable and strong as co-teachers by taking turns in leading circle time and read-aloud activities. Similarly, Afiya learned to integrate Spanish activities into her instruction, and even began reading stories in Spanish and discussing them with the students. The team also integrated more multicultural dolls, ethnic foods, and music into their learning centers to

enhance student engagement. Ms. Taylor was very impressed by the team's transformation, commenting, "The team is in the position to mentor other teams at their center and across the state."

Based on an assessment of the implementation of the core strategies, the average changes in thinking using the Core Program Strategies Checklist were assessed to be in the Thinking about Change stage, represented by a score of 2.6 points on the 5-point Core Program

Strategies Checklist. Working with their mentor and incorporating suggestions throughout the nine-month mentoring period, this teaching team strove to transform their thinking and classroom practices. Their diligent efforts, along with a significant change in their thinking about diversity and ELL students, resulted in Ms. Taylor determining that their changes in thinking had improved by 2.4 points on the Core Program Strategies Checklist to the Consistently Changing and Action Driven phase. [Refer to Figure 14 for full results.]

Figure 14: True Servant Preschool Academy Changes in Thinking About the Core Program Strategies Checklist



The teaching team demonstrated remarkable gains in transforming their teaching practices and thinking throughout the mentoring period in several core strategies. The most significant changes were demonstrated in the Core Program Strategies Checklist areas of: routines and transitions, co-teaching and co-decision making, utilization of the children's home languages, expanding vocabulary in both languages, and utilization of children's cultures across the curriculum. In all these core strategies, the teaching team was found to be in the most opti-

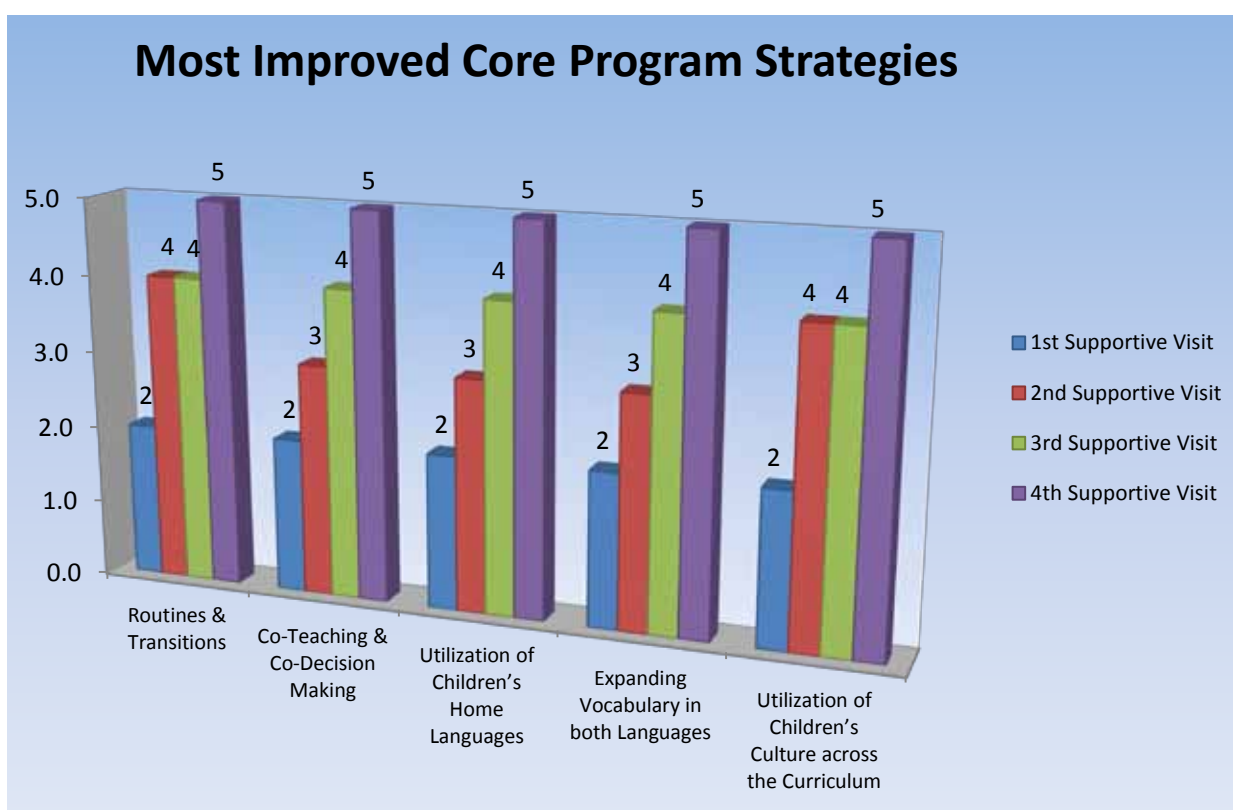
mal stage of their changes in thinking based on the Core Program Strategies Checklist 5-point scale the Consistently Changing and Action Driven phase represented by a score of 5 on the fourth supportive visit.

Most notably, the True Servant Preschool Academy teaching team was readily receptive to their mentor's feedback. After their mentor, Ms. Taylor, conducted their first supportive visit, she found that the teaching team appeared to be on the path towards change, but was lacking

in the implementation of seven strong transitions throughout the school day to provide solid routines to enhance understanding of classroom routines for ELL students. Working with the team, Ms. Taylor encouraged their use of a ‘No Yell Bell’ and Spanish songs as transitions throughout the mentoring portion of the program. By the fourth supportive visit, the True

Servant Preschool Academy teaching team was regularly incorporating these developmentally and linguistically appropriate routines, improving by 3 points on the 5-point Core Program Strategies Checklist, and being ranked by their mentor as in the Consistently Changing and Action Driven phase of transforming their thinking. [Refer to Figure 15 for full results.]

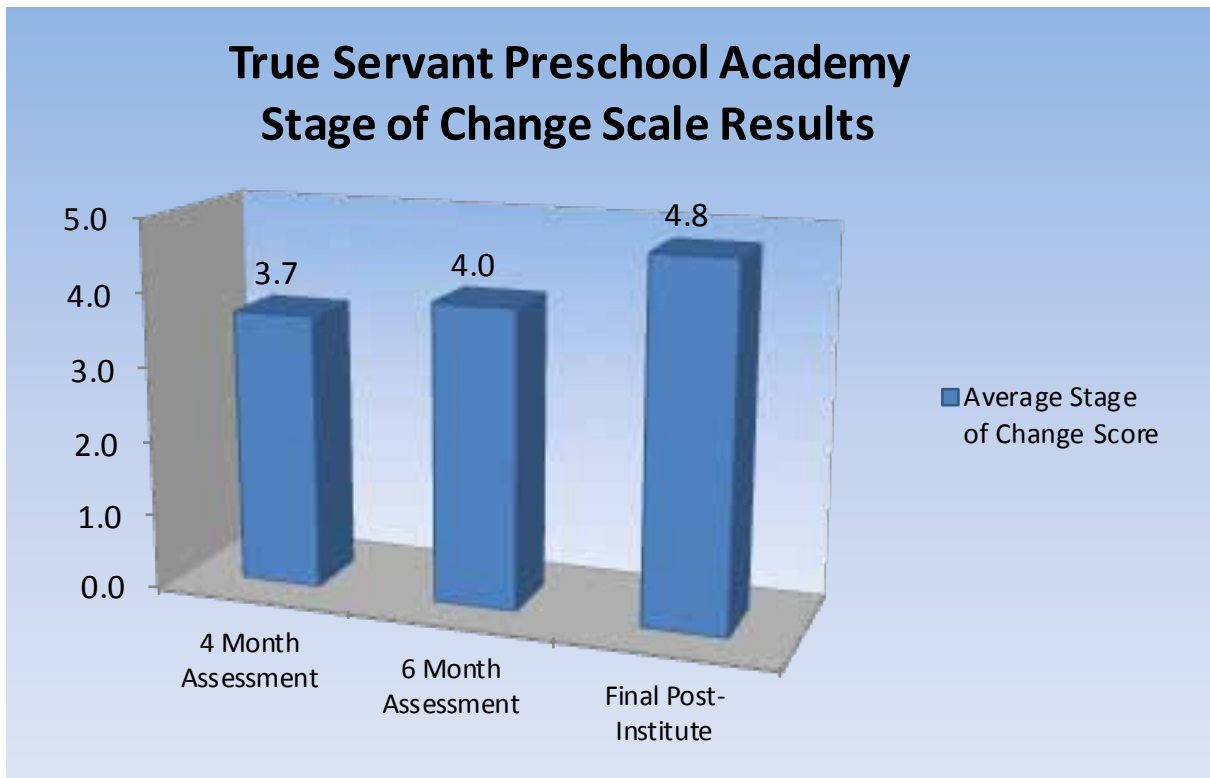
Figure 15: True Servant Preschool Academy Using the Core Program Strategy Checklist



When evaluating the teaching team’s changes in thinking using the Children’s Institute Stage of Change Scale, an analysis of the assessment data further supports the teaching team’s success in changing their thinking around incorporating culturally and linguistically responsive practices in their classroom. Using the 5-point Stage of Change Scale, the teaching team moved from the Action stage in their first as-

essment, represented by a score of 3.7, to the Maintenance stage in the final post-Institute assessment, represented by a score of 4.8. This analysis indicates that the team steadily improved their changes in thinking from the Action to Maintenance stage throughout the nine-month mentoring period. [Refer to Figure 16 for full results.]

Figure 16: Stage of Change Scale from Action to Maintenance



A Tropical Rainforest Lesson.

Conclusion

During the 2011-2012 program year, some teaching teams hit the ground running, and others made slow but progressive change to remove their blinders and become culturally and linguistically conscious. The New Jersey Model is an evidence-based program with a proven track record of providing professional development coupled with both mentoring and reflective practices that support early childhood teachers in working with diverse children and families. Research also shows that one-time workshops focus mostly on awareness or general knowledge rather than specific skills, or on models that have little basis in what is known about effective instruction, curriculum, or classroom interactions (Texas Instrument, 2009). The New Jersey Model takes a different approach by creating a year-long program that continues to challenge teachers' thinking and behaviors to produce specific skills that can improve instruction and interactions with diverse children and their families.

The New Jersey Model blends content, theory, practice, simulations, and reflective practices to assist early childhood teachers in changing their thinking and practices over time so that they can become more culturally and linguistically conscious of who they are as cultural people and who their students are as cultural people. This new-found awareness supports children's self-identity and self-esteem, which fuels academic success, growth, and learning. The intensive three-day Summer Institute, followed by nine months of mentoring that offers opportunities for reflective practices, yields tremendous results for the teaching teams enrolled in the program and the children and families enrolled at the early childhood centers. Reflective practices is an approach that enables

professionals to understand how they use their knowledge in practical situations, and how they combine action and learning in a more effective way (Texas Instrument, 2009).

Our program results show that change is possible, but it takes time and perhaps extended time because, after all, we are talking about changing the way teachers think and, therefore, the way they behave with and for diverse children. Given the time and strategies alongside an experienced scholar of culture and language (a cultural coach), early childhood teachers can make changes to the way they think and teach about culture and language. Everyday teachers can learn something new about diverse children and families—they just have to be open to the culture of change and supported by both their administrators and their colleagues. The science of change facilitates

this process and allows for the supports that will keep teachers moving forward in becoming culturally conscious educators.

The most rewarding part of the process is to see classrooms that were once English-only, that lacked cultural items and materials, and that did not use culture or language in the curricula,

turn around and blossom into enriched cultural and linguistic centers of learning that embrace all children regardless of their background. When walls and learning centers speak about who is in the classroom, the buzz of languages indicate that more than one language is valued, and the curricula tells you the cultural stories and experiences of the children, it all sends a strong message that culture and language matter. It not only matters to diverse children and families, it provides a foundation for a quality education that is paramount for school success, and confident and strong cultural self-identities.



2011 Awaka Simulation.

Appendix

Table 1: The Core Program Strategies Used by the Cultural Coaches and Examples of Mentoring Discussions

Core Program Strategies			Commendations	Recommendations	Sample Rating
Classroom Design <ul style="list-style-type: none"> Diverse photos that reflect the students in the room Rich print and labels are displayed in two or more languages and are color-coded (each language in a different color). Learning centers are well-stocked and contain ample items that reflect the diversity of the classroom (At least 3 to 5 items per center). 			<ul style="list-style-type: none"> The family tree photos assure that all families are represented in the classroom design. The bilingual picture schedule reflects the students in the classroom. Spanish and English labels are founded throughout the classroom. The house corner is well-stocked with items from the Spanish kitchen. 	<ul style="list-style-type: none"> Consider adding some maps, flags, and poster from the countries that represent the children. Think about adding some Creole and French for your Haitian families. Consider adding some items from the Haiti kitchen to your house corner. Survey the learning centers and think about what could be added to each center that reflects the children's cultures and languages. 	<ul style="list-style-type: none"> Not ready to Change Thinking about Change Somewhat ready to Change Ready for Action Action Driven Relapse/termination
Solid Routine and Transition <ul style="list-style-type: none"> Utilizes 7 strong transitions every time the activity changes A consistent and predictable schedule and routine 			<ul style="list-style-type: none"> From breakfast to bathroom, and from bathroom to circle time, there seem to be stronger transitions with songs and gestures. The daily activities flow from one activity to another, making it easy for ELL to follow. 	<ul style="list-style-type: none"> Consider adding songs, props, gestures, or chants to help the ELL students understand the school culture and the expectations. Think about how ELL children memorize the melody to songs or props way before they understand the words to the songs. 	<ul style="list-style-type: none"> Not ready to Change Thinking about Change Somewhat ready to Change Ready for Action Action Driven Relapse/termination
Literacy Moments <ul style="list-style-type: none"> An enhanced story time and prop box that connects to curriculum areas and domains using diverse cultures and languages. Interactive book that utilizes props, gestures, and visuals. Read-aloud (book only) 			<ul style="list-style-type: none"> During circle time, props were used that help to understand what the book was about. The book concepts were extended into the learning center activities. 	<ul style="list-style-type: none"> Consider taking the concepts in the book and extending them into the learning centers. Think about how repetition can help ELLs store the concept into their language dictionaries for later use. 	<ul style="list-style-type: none"> Not ready to Change Thinking about Change Somewhat ready to Change Ready for Action Action Driven Relapse/termination
Co-Teaching and Decision Making <ul style="list-style-type: none"> Both teachers are involved in circle time and instructional time using the children's home language(s) and cultures. The team seems to balance their strengths/skills to be culturally and linguistically responsive to the children. 			<ul style="list-style-type: none"> Both teachers participated in the bilingual (Spanish & English) circle time and read-aloud. Each used their native language (s). A few words in Chinese were used to connect the Chinese children to the experience. The small groups were organized by the dominant language of the children. 	<ul style="list-style-type: none"> Think about how when the assistant teacher is leading instructional time, the lead teacher can attentively observe and make notes about individual children's progress and who needs further supports. Consider creating a Tri-lingual word wall for the concepts you are teaching. 	<ul style="list-style-type: none"> Not ready to Change Thinking about Change Somewhat ready to Change Ready for Action Action Driven Relapse/termination

Table 1: (continued)

Core Program Strategies		Commendations		Recommendations	Sample Rating
Utilization of Home Languages <ul style="list-style-type: none"> Attempts to use survival phrases and other frequency used words from the children's home languages. Home language(s) are used for directions and content. Home language(s) are used for daily interaction and instructional time. 		<ul style="list-style-type: none"> A few words in Chinese were used during instructional time. A good balance between Spanish and English was used during circle time. 		<ul style="list-style-type: none"> Consider learning some survival phrases in Chinese. Consider learning some words in Chinese and Spanish that can be used for both direction and content. 	<ul style="list-style-type: none"> Not ready to Change Thinking about Change Somewhat ready to Change Ready for Action Action Driven Relapse/termination
Expanding Vocabularies in Both Home Languages & English <ul style="list-style-type: none"> Creating rich block of time for the children to hear their home language via a native speaker, a book on CD, or music. Creating bilingual or multilingual word walls. Utilizing rich vocabulary in literacy moments, interactions, and discussions. 		<ul style="list-style-type: none"> The small group activity was conducted totally in Spanish for the Latino children. The bilingual (Spanish and English) read-aloud contained rich vocabulary in both languages. 		<ul style="list-style-type: none"> Think about blocking some time during the schedule to play some Chinese music or have a story on tape. Consider inviting parents to help build multilingual word walls. 	<ul style="list-style-type: none"> Not ready to Change Thinking about Change Somewhat ready to Change Ready for Action Action Driven Relapse/termination

Table 2: Action Research and the New Jersey Model

Step 1: Identify and Diagnose	<ul style="list-style-type: none"> Identify 15 teams across the state of New Jersey Pre-observations and assessments of the classrooms
Step 2: Plan and Timeline	<ul style="list-style-type: none"> Review all pre-assessments Identify collective issues of concern to reorganize the curriculum features to focus on the collective issues on all teams Plan Calendar of Events: Recruitment (Jan to April); Pre-assessment (May to July); Summer Institute (August); Mentoring Component (Sept to May); and Director's Institute (Fall and Spring) Logical Process for Change: <ul style="list-style-type: none"> Cycle I: Two Supportive Visits and 1st Assessment/Change Scale Cycle II: Third Supportive Visit and 2nd Assessment/Change Scale Cycle III: Fourth Supportive Visit and 3rd Assessment/Change Scale Teleconference-Learning Communities (Quarterly) Participants' Interview & Final Program Evaluation (Likert Scale)
Step 3: Action and Interpret	<ul style="list-style-type: none"> The Cultural Coach prepares narratives with commendations and recommendations for each supportive visit. The Change Scale is administered to measure what has changed in the teachers' thinking during assessment visits only. During the assessment narrative, the Cultural Coach conducts a comparison of the process of the cycle and what changes have occurred as well as create a action plan for the next visit.
Step 4: Action and Answers	<ul style="list-style-type: none"> Teachers demonstrate ability to create a classroom design that is reflective of the students enrolled at school. They adopt the philosophy of co-teaching utilizing the teacher who speaks another language for instruction. They incorporate the children's language and culture into the daily curriculum and learning experiences. They conduct literacy moments that utilize props, gestures, visuals, and comprehensive input to increase comprehension. They utilize developmentally appropriate practices such as a predictable routine, transition activities, and age-appropriate content for interaction with the children.
Step 5: Reflect	<ul style="list-style-type: none"> Collect, analyze, and compare data from the assessment tools. Measure the impact of the successful changes and the areas that showed no change in teacher's thinking and practices. Strategize on next steps and improvement plans.

New Jersey Cultural Competency & English Language Learners Summer Institute/Mentoring Program

The Culture and Language Assessment Scale

Center: _____ Site Visit: ____ Pre-Institute ____ Post-Institute (4 mos.) ____ Post-Institute (6 mos.) ____ Final Visit Teaching Team: _____ Observer: _____ Date: _____				
Scale: 5 = Excels 4= Evident 3=Somewhat Evident 2= Needs Improvement 1 = Not Evident				
Classroom Design	Developmentally Appropriate Practices	English Language Learners Strategies	Cultural Competency Strategies	Comments
Classroom Design	Rate the classroom competencies	Rate the classroom competencies	Rate the classroom competencies	Type using red or blue ink
Pictures/Photos	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	
Use of Print	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	
Posters/Art	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	
Learning Centers	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	
Materials/Supplies	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	
Teaching Rhythm & Temperament				
Discipline Strategies	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	
Routines/Transitions	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	
Provides Choices to the Children	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	
Models/Facilitates Exploration	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	
Helps all Children Participate Regardless of Proficiency Level	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	
Interaction with Children	5) (4) (3) (2) (1)	5) (4) (3) (2) (1)	5) (4) (3) (2) (1)	
Co-teaching/Co-decision making	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	

The Culture and Language Assessment Scale (continued)

Categories	Developmentally Appropriate Practices	English Language Learners Strategies	Cultural Competency Strategies	Comments
Instructional Strategies	Rate the classroom competencies	Rate the classroom competencies	Rate the classroom competencies	Type using red or blue ink
Start slowly and start with what children know	(5) (4) (3) (2) (1)	5) (4) (3) (2) (1)	5) (4) (3) (2) (1)	
Talking while doing	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	
Using props and gestures	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	
Talking about here/now	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	
Utilizes one-to-one and small group instruction	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	
Repetition	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	
Extending/expanding	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	
Using songs w/children's names	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	
Utilizes literacy activities such as read-aloud, poems, word wall, etc.	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	
Building vocabulary and conversation in English and home language	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	
Use 2nd language for both content and directions	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	
Incorporate the children's culture and language into the daily curriculum and learning experiences	5) (4) (3) (2) (1)	5) (4) (3) (2) (1)	5) (4) (3) (2) (1)	
Involve parents in a meaningful way (parent questionnaire, volunteer in classroom, and exchange information)	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	(5) (4) (3) (2) (1)	
Provide school information in the parents' preferred language	5) (4) (3) (2) (1)	5) (4) (3) (2) (1)	5) (4) (3) (2) (1)	

Key Indicators & Terms

Classroom Design	Teacher Rhythm & Temperament	Instructional Strategies
<p>Pictures/Photos: Multiple walls contain pictures and photos that reflect diverse cultures and families. It is welcoming and visually appealing.</p> <p>Use of Print: Poems, stories, and phrases in the home language (s) are utilized throughout the classroom. Materials are labeled both in home language and in English.</p>	<p>Discipline Strategies: Teachers display an understanding of how children respond to adult correction from a cultural perspective (such as tone of voice, guidance vs. punishment, and model positive reinforcement).</p> <p>Routine/Transition: Teachers have an established predictable routine that cues the children on what comes next including a variety of cues/activities to indicate activity change using rhymes, songs, bells, etc.</p>	<p>Start Slowly with What Children Know: Teacher knows and uses a few important words in the children's home language. He/she gives the children time to adjust to the program. Use the child's name as often as possible to build rapport.</p> <p>Talking While Doing: Teachers "double the message" with gestures, action, or directed gaze. They say the name of objects as the children use them and talk through activities that have multiple steps. "Talking while doing" also known as "running commentary." The teachers explain the child's action and the action of others as the activity unfolds.</p>
<p>Posters/Art: Posters and artwork are purposefully selected and used to create home-like environment.</p>	<p>Providing Choices to the Children: Children can make choices about how and where to play and explore. There is a balance between child-directed and adult-directed activities.</p>	<p>Talking About Here and Now: Talks about what is right there (real time-real objects), giving ELL a chance to narrow down the field of what the conversation is about and focus in on a more restricted number of options for response.</p>
<p>Learning Centers: Each learning center has three to five items that are linked to the children's home life and family. Cultural items have a purpose and are connected to the curriculum in a meaningful way.</p>	<p>Models/Facilitates Exploration: Teachers facilitate and guide learning by following the children's lead and help them explore props and objects in a meaningful way.</p>	<p>Utilize One-to-One and Small Group Instruction: ELL can feel more at ease interacting due to their social proximity. Teachers know the children's interest, abilities, and limitations. Children scaffold from isolated to more coordinated play activities.</p>
<p>Materials/Supplies: Props and manipulative toys are culturally diverse and connected to children's home life and family in an authentic way.</p>	<p>Children's Language Proficiency Level: Teachers consider each child's language proficiency level and make adjustments in the activities and curriculum.</p>	<p>Repetition: Say the same thing more than once. It gives a child more opportunities to catch on to what is being said. Teachers use repetition to introduce a new word and build vocabulary.</p>
		<p>Extend/Expand: Start with what a child already knows and work from there to scaffold them from simple words to more complex phrases e.g., "cookie" to "chocolate chip cookie."</p>
		<p>Utilize Literacy Activities: Teachers utilize read-aloud, songs, poems, and other pre-writing activities to support home language and acquire English skills. Other strategies are: 1) Keep it short; 2) Consider small group book reading; 3) Choose books carefully (rehearse book beforehand and use props); 4) Talk the story rather than read it; 5) Read books more than once.</p>

Key Indicators & Terms (continued)

Classroom Design	Teacher Rhythm & Temperament	Instructional Strategies
		<p>Build vocabulary in English and Home Language: Teachers attempt to create a balance in the use of words from both languages. Intentionally asking “How do you say this in the home language? What is that word in English?”</p> <p>Use second language in both content and directions: Teachers use home language during circle time and project time. Avoid using home language for just directional commands.</p>
		<p>Extended conversations in both languages: Teachers who are native speakers of the languages that are represented in their classroom are free to carry on-going conversations in the child's home language/English for extended periods to facilitate proficiency in both languages.</p>
		<p>Involve parents in a meaningful way: Teachers invite parents to share their culture, volunteer in classrooms and participate in taping home language stories for the library.</p>
	<p>Incorporate culture and language into the daily curriculum and learning activities Teachers build lessons that celebrate diversity and provide opportunities for children and families to learn about each other's culture and language while addressing biases and stereotypes (instructional strategy)</p>	<p>Provide school information in the parents' preferred language: All school information is available in the child's home language when possible and all interactions with parents are in the language the parent prefers.</p>

Revised 7/12-A. Berdecia

Table 3: The Transtheoretical Model Stages of Change and Processes of Change

Stage & Goal		Description	Processes of Change
Pre-contemplation (Doesn't see that there is a need to change or is resistant to change.)		Not ready to change: Unaware you need to change. There are blind spots.	<ul style="list-style-type: none"> Consciousness raising Dramatic relief Self-evaluation
Contemplation (Aware that there is a need to change. Gives serious consideration to making the change.)		Thinking about change: Realizing you need to change, but overwhelmed by obstacles.	<ul style="list-style-type: none"> Environmental re-evaluation Social liberation
Preparation (Planning to take action and making the commitment to the action plan.)		Ready to Change: Actually getting ready to change by planning action steps.	<ul style="list-style-type: none"> Self-liberation Stimulus control
Action (Take specific actions that yield positive results.)		Actively Engaged in Change: Taking consistent steps to change thinking and behavior.	<ul style="list-style-type: none"> Counter-conditioning
Maintenance (Maintain long-term changes and new patterns of behavior.)		Maintaining Change: Feeling confident with the changed behavior.	<ul style="list-style-type: none"> Reinforcement management
Termination/Relapse (Stop trying or begin again with a previous stage.)		Change Regression: A decrease in the behaviors once changed, leading back to a previous stage.	<ul style="list-style-type: none"> Helping relationships (Thinking partners)

Source: Data adapted from Prochaska, Norcross, and DiClemente (1995); and Peterson, Baker, and Weber (2010).

Stage of Change Scale For Early Education and Care 2.0 Mentor/Coach Form

Mentor/Coach name: _____

Caregiver/Teacher name: _____

Date: _____

For each row (across), check one phrase that best completes the following: "When it comes to child care practices/program, this person..."

1→	Doesn't plan to make any changes <input type="checkbox"/>	Thinks about making a change but can't do it now <input type="checkbox"/>	Is planning to make a change <input type="checkbox"/>	Is working to change something right now <input type="checkbox"/>	Is making sure not to go back to her/his old ways <input type="checkbox"/>
2→	Doesn't think s/he needs to make any changes <input type="checkbox"/>	Thinks s/he might need to make a change someday <input type="checkbox"/>	Knows s/he needs to make some kind of change <input type="checkbox"/>	Knows what s/he needs to change <input type="checkbox"/>	Thinks about how to keep up changes s/he has made <input type="checkbox"/>
3→	Doesn't think s/he needs any new information <input type="checkbox"/>	Thinks s/he might look for new information in the future <input type="checkbox"/>	Is interested in learning new information <input type="checkbox"/>	Is finding new information on her/his own <input type="checkbox"/>	Often learns a lot about the things s/he wants to change <input type="checkbox"/>
4→	Doesn't think making a change would help the children <input type="checkbox"/>	Thinks making a change might help the children <input type="checkbox"/>	Believes that when s/he makes a change, it will help the children <input type="checkbox"/>	Sees how a change that s/he made helped the children <input type="checkbox"/>	Often makes changes so s/he can help the children <input type="checkbox"/>
5→	Doesn't think s/he has the power to make any changes <input type="checkbox"/>	Feels overwhelmed by the thought of changing <input type="checkbox"/>	Believes s/he can change, even if it isn't easy <input type="checkbox"/>	Has made changes before, even though it isn't always easy <input type="checkbox"/>	Is confident s/he can keep up the changes s/he's made <input type="checkbox"/>
6→	Doesn't have anyone who would support her/him in making a change <input type="checkbox"/>	Doesn't know whether anyone would support her/him in making a change <input type="checkbox"/>	Knows someone who would support her/him in making a change <input type="checkbox"/>	Knows several people who support her/him in making changes <input type="checkbox"/>	Is active in a community that supports change <input type="checkbox"/>
7→	Doesn't think of her/himself as a professional <input type="checkbox"/>	Might feel more professional if s/he made a change <input type="checkbox"/>	Is beginning to think of her/himself as a professional <input type="checkbox"/>	Feels like a professional because of a change s/he has made <input type="checkbox"/>	Feels like a true professional because s/he often makes changes <input type="checkbox"/>

NEW JERSEY CULTURAL COMPETENCY AND ENGLISH LANGUAGE SUMMER INSTITUTE AND MENTORING PROGRAM

CORE PROGRAM STRATEGIES CHECKLIST:

Indicate where each team is in the implementation of the core program strategies of the program using the following classifications: 1) Not Ready to Change; 2) Thinking about Change; 3) Getting Ready for Change; 4) Ready for Action; and 5) Consistently Changing and Action Driven. Sample Rating highlighted in yellow.

Classroom Design

- ✓ Classroom contains diverse photos that reflect the students in the room
- ✓ The classroom has rich print and labels in two or more languages that represent the children enrolled.
- ✓ Learning centers are well-stocked and contain ample items that reflect the diversity of the classroom.

Solid Routines & Transitions

- ✓ 7 Strong Transitions every time the activity changes
- ✓ A Consistent and Predictable Routine

Literacy Moments

- ✓ Literacy Moment as Modeled
- ✓ An Enhanced Story (props & gestures)
- ✓ Read-aloud (book only)

Co-teaching and Co-decision making

- ✓ Both teachers are involved in circle time and instructional time using the children's home language(s) and culture(s)
- ✓ The team seems to balance their strengths/skills to be culturally and linguistically responsive to the children.
- ✓ Utilization of Children's Home Language-Thinking about Change
- ✓ Attempts to use survival phrases and other frequency used words from the children's home language are being made.
- ✓ The children's home language(s) are used for directions and content.
- ✓ The children's home language(s) are used for daily interaction and instructional time.

Expanding Vocabulary in both Language

- ✓ Creating rich block of time for the children to hear their home language via a native speaker, a book on CD, or music.
- ✓ Creating bilingual or multilingual word walls.
- ✓ Utilizing rich vocabulary in literacy moments, interaction, and discussions.

Utilization of Children's Home Culture across the Curriculum

Greater Parent Involvement-Getting Ready to Change

Children Engaged in Learning-Getting Ready Change

REFERENCES:

- Baumeister, R.F. and K. Vohs, *Encyclopedia of Social Psychology*. (Sage Publishing, Inc., 2007).
- Berdecia, A. and C. Kosec, "Cultural Conversations: Linking culture and languages in early childhood classrooms," (John S. Watson Institute for Public Policy of Thomas Edison State College, 2010).
- Berdecia, A. and C. Kosec, "Closing the Cultural Gap: Transforming early childhood teachers' thinking about culture and language." (Paper presented at the American Education Research Association's Annual Conference in New Orleans, Louisiana, April 2011).
- Berdecia, A. and C. Kosec, "Cultural and Linguistic Connections: Linking what matters to families to what matters for school success." (John S. Watson Institute for Public Policy of Thomas Edison State College, 2011).
- Burke T. and B. Carter, "Coaching for Change." (Presentation at the 21st National Institute of Early Childhood Professional Development, National Association for the Education of Young Children, Indianapolis, Indiana, 2012).
- Castro, D.C., B. Ayankoya, and C. Kasprzak, *The New Voices Nuevas Voces Guide to Cultural and Linguistic Diversity in Early Childhood*. (Paul H. Brookes Publishing Co., 2011)
- Daniel, Jerlean, & Friedman, Susan, "Taking the Next Step: Preparing Teachers to Work with Culturally and Linguistically Diverse Children." In *Young Children on the Web: Beyond the Journal*, (November 1, 2005) 5, Article 2. Retrieved from:
<http://www.journal.naeyc.org/btj/200511/DanielFriedmanBTJ1105.pdf>
- Derman-Sparks, L. and J.O. Edwards, *Anti-Bias Education for Young Children and Ourselves*. (National Association for the Education of Young Children, Washington, D.C., 2010).
- Earley, P.C. and S. Ang, *Cultural Intelligence: Individual Interactions across Cultures*. (Stanford University Press, 2003).
- Flaherty, J., *Coaching: Evoking Excellence in Others*. (Boston: Butterworth-Heinemann, 1999).
- Fousad, N.A. and P. Arredondo, *Becoming Culturally Oriented: Practical Advice for Psychologists and Educators*. (American Psychological Association, Washington, D.C., 2007).
- Gardener, H., *Changing Minds: The art and science of changing our own and other people's mind*. (Harvard Business School Press, 2004).
- Hines, C., "Coaching for Success," accessed on October 4, 2012
<http://www.constanthine.com/pdfs/CFS-Webinar-Series-Flyer.pdf>.
- Hogg, M.A. and J. Cooper, *The Sage Handbook of Social Psychology*. (Sage Publications, Ltd., 2003).
- Hollins, E., *Culture in School Learning: Revealing the Deep Meaning*. (Mahwah, NJ: Lawrence Erlbaum, 1996).

Howard, T.C. , *Why Race and Culture Matter in Schools: Closing the achievement gap in America's classroom*. (Teachers College Press, 2010).

International Coaching Federation (ICF). (n.d.) Frequently asked questions-ICF code of ethics. Retrieved from <http://www.coachfederation.org/about-icf/ethics-&-regulations/faq/>

Ives, Y., “What Is Coaching? An exploration of conflicting paradigms”. *International Journal of Evidenced-Based Coaching and Mentoring*, (2008) 6(2), 100-113.

Johnson, W.B. and C.R. Ridley, *The Elements of Mentoring*. (Palgrave Macmillan, 2004).

Kegan, R. and L. Lahey, *How the Way We Talk Can Change The Way We Work: Seven Languages for Transformation*. (Jossey-Bass, 2001).

Lucas, T., *Teacher Preparation for Linguistically Diverse Classrooms: A Resource for Teacher Educators*. (New York: Taylor & Francis, 2010).

National Association for the Education of Young Children, “Where We Stand: On Responding to Linguistic and Cultural Diversity.” (2009). Retrieved from: <http://www.naeyc.org/files/naeyc/file/positions/diversity.pdf>

National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs (NCELA),. “The Growing Numbers of English Learner Students.” (2011). Retrieved from: http://www.ncela.gwu.edu/files/uploads/9/growing_EL_0910.pdf

National Education Association, “An NEA Policy Brief: Professional Development for General Education Teachers of English Language Learners.” (2011). Retrieved from: http://www.nea.org/assets/docs/PB32_ELL11.pdf

Nemeth, K., *Basics of Supporting Dual Language Learners: An introduction for educators of children birth through age 8*. (National Association for the Education of Young Children, Washington, D.C., 2012).

Nieto, S., *Why We Teach*. (Teachers College Press, 2005).

Nieto, S., *The Light in Their Eyes: Creating multicultural learning communities*. (Teachers College Press, 2010).

Orteza Lee, L., *Teaching Cultural Diversity through Children's Literature: Applying the Kluckhohn Model*. (New Day Publishers, 2001).

Palmer, P., “The Heart of a Teacher: Identity and Integrity in Teaching.” *Change Magazine*, 1997. p, 14-21.

Pedersen, P.B., H. C. Crethar, and J. Carlson, *Inclusive Cultural Empathy: Making Relationship Central in Counseling and Psychotherapy*. (American Psychological Association, Washington, D.C., 2008).

Peterson, S.A., A. Baker, and M. Weber, *Stages of Change Scale for Early Education and Care 2.0 Professional Manual*. (Children's Institute, Inc., Rochester, New York, 2010).

Pransky, K., *Beneath the Surface: The Hidden Realities of Teaching Culturally and Linguistically Diverse Young Learners K-6*. (Heinemann, 2008).

Prochaska, J.O., J. C. Norcross, and C. C. DiClemente, *Changing for Good: A Revolutionary Six-Stage Program for Overcoming Bad Habits and Moving Your Life Positively Forward*. (Avon Books, New York, 1995).

Prochaska, J.O. and J. C. Norcross, *Systems of Psychotherapy: A Transtheoretical Analysis*, 5th ed. (Brooks/Cole a division of Thomson Learning, 2003).

Ramasubramanian, S., "Media-based strategies to reduce racial stereotypes activated by news stories." *Journalism and Mass Communication Quarterly*, Vol. 84, No. 2 Summer, p. 249-264.

Ray, A., B. Bowman, and J. Robbins. "Educating Early Childhood Teachers about Diversity: The contributions of state teacher certification policies, professional accreditation, and higher education." Preliminary findings. (Presentation at the NAEYC National Institute for Early Childhood Professional Development, Miami Beach, Florida, 2005).

Reyhner, J., "Teaching Indigenous Languages." *National Association for Bilingual Education Magazine*, September/October 2007, p.12-15.

Rush, D.D. and M.L. Sheldon, *The Early Childhood Coaching Handbook*. (Paul Brookes Publishing Co., 2011).

Ryan, S., D.J. Ackerman, and H. Song, *Getting Qualified and Becoming Knowledgeable: Preschool Teachers' Perspectives on their Professional Preparation*. Manuscript. (Rutgers, the State University of New Jersey, 2005).

Shade, B.J., C. Kelly, and M. Oberg, *Creating Culturally Responsive Classrooms*. (American Psychological Association, Washington, D.C., 1997).

Sibley, Lawrence, and Lambert, "Mentoring More Than a Promising Strategy." From S.B. Neuman and M.L. Kamili, "Preparing teachers for the early childhood classroom proven models and key principles." (Paul Brookes Publishing, Co., 2010).

Stoddard, D. A., *The Heart of Mentoring: Ten proven principles of developing people to their full potential*. (NavPress, 2003).

Tabors, P.O. , *One Child, Two Languages: A guide for early childhood educators of children learning English as a second language*. (Paul H. Brookes Publishing Co., 2008).

Texas Instrument, "Systemic Vs. One Time Teacher Professional Development: What does research say?" (The Center for Technology in Learning, 2009).

Tomal, Daniel R., *Action Research for Educators*, 2nd ed. (Rowan & Littlefield Education Publishers, 2010).

Watson, D.L. and R.G. Tharp, *Self-Directed Behavior: Self-modification for personal adjustment*. (Brooks/Cole Publishing Company, 1997).

Wong Fillmore, L., "When learning a second language means losing the first." *Early Childhood Research Quarterly*, 1991, 323-346.

Program Acknowledgement

Program Financial Partners

- ❖ New Jersey Department of Human Services-Division of Family Development
- ❖ Family Strength Associates, Inc.
- ❖ TD Bank Charitable Foundation
- ❖ John S. Watson Institute for Public Policy of Thomas Edison State College

Thomas Edison State College Staff

- ❖ Joseph Youngblood II, J.D., Vice Provost and Dean, John S. Watson School of Public Service and Continuing Studies
- ❖ Barbara George-Johnson, M.P.H., J.D., Executive Director of the John S. Watson Institute for Public Policy
- ❖ Ana I. Berdecia, M.Ed. Senior Fellow/Director, Center for the Positive Development of Urban Children
- ❖ Caitlin Kosec, M.P.P., Independent Evaluator for the Project
- ❖ Natalie Gomez, Program Assistant

Summer Institute Faculty and Program Mentors

- ❖ Ana I. Berdecia, M.Ed., Program Director
- ❖ Dee Bailey, Mentor
- ❖ Ramata Choma, M.A., Family Strength Associates, Inc., Advisor
- ❖ Liliana Gomez, Mentor
- ❖ Kamili Leath, Mentor
- ❖ Merlene Taylor, Mentor

2011-2012 Participating Centers

- ❖ Gilmore Memorial Preschool (Team 1), Paterson, New Jersey
- ❖ Gilmore Memorial Preschool (Team 2), Paterson, New Jersey
- ❖ Gilmore Memorial Preschool (Team 3), Paterson, New Jersey
- ❖ Jennifer Joy in the City (Team 1), Perth Amboy, New Jersey
- ❖ Jennifer Joy in the City (Team 2), Perth Amboy, New Jersey
- ❖ Little Kids College (Team 1), Trenton, New Jersey
- ❖ Little Kids College (Team 2), Trenton, New Jersey
- ❖ Neighborhood Child Development Center, Montclair, New Jersey
- ❖ New Jersey City University, The Children's Learning Center (Team 1), Jersey City, New Jersey
- ❖ New Jersey City University, The Children's Learning Center (Team 2), Jersey City, New Jersey
- ❖ Tiny Love Day Care, Irvington, New Jersey
- ❖ True Servant Preschool Academy, Trenton, New Jersey

Special thanks to:

- ❖ Herman Hinitz - Program photographer
- ❖ Dr. Stas Lotyczewski and Dr. Shira Peterson - Children's Institute of Rochester, New York for their partnership in training mentors on Stage of Change Scale

Principal Researchers and Writers

Ana I. Berdecia, M.Ed. is the Senior Fellow/Director of the Center for the Positive Development of Urban Children (CPDUC) at the John S. Watson Institute for Public Policy of Thomas Edison State College and the program director for the New Jersey Cultural Competency and English Language Learners Summer Institute and Mentoring Program. The CPDUC policy focus is to bridge the voices of teachers, practitioners, and parent/guardians to policy initiatives in New Jersey that impact the health, well-being, and educational outcomes of children and families. Ana has extensive experience working with diverse families and children as an administrator, program developer, trainer, and consultant. Prior to joining the College, Ana served as the executive director of the Puerto Rican Community Day Care Center, Inc. in Trenton, New Jersey.

Ana is an adjunct faculty at Mercer County Community College, where she teaches Intro to Early Childhood Education; Infant and Toddler Development; Curriculum and Methods; and the Educational Field Experience courses. She serves on numerous boards/committees in the field of early childhood and human services. Ana earned her BA in Sociology with a minor in Women Studies and a Master in Education with a specialization in Early Childhood, both from The College of New Jersey. Ana also holds a New Jersey Standard Teaching Certificate in Preschool through 3rd grade from the State of New Jersey Department of Education and a post-graduate certificate in Infant Mental Health from the YCS Infant and Preschool Mental Health Institute and Seton Hall University. Currently, Ana is pursuing a Professional Coach certification through the John Maxwell Team.

Caitlin Kosec, M.P.P. currently serves as the Development Manager at Advancement Project, directing funding initiatives to support early education and K-12 advocacy, as well as public health and safety programs to ensure that members of all communities have the opportunity they need to thrive. Throughout her career, Caitlin has worked in the nonprofit sector to advance education reform, as well as improve services for low-income and diverse communities. Before joining Advancement Project, Caitlin was the Scholarship Director of the Carson Scholars Fund, where she managed a national scholarship program to promote college access and academic achievement. She also served for the past five years as a program evaluator for the John S. Watson Institute for Public Policy, publishing several evaluations examining the efficacy of the New Jersey Cultural Competency and English Language Learners Summer Institute and Mentoring Program and raising awareness of the unique needs of English Language Learners. Caitlin holds a Masters of Public Policy degree from Johns Hopkins University with a concentration in Education Policy and Nonprofit Management, as well as a Bachelor of Arts degree in History from the University of Mary Washington.

Mentor's Biographies

Dee L. Bailey-Gittens is a trainer, educator, and speaker with over 16 years of experience working with children and families in educational and non-profit settings. As a child advocate, she organizes special events and conferences, and develops and delivers management and support staff training. Dee earned her Bachelor of Arts Degree in American History with a minor in Russian Language from Lincoln University; Preschool Teacher Certificate from Mira Costa College; Training Certificate from Mercer County College; and has completed graduate work in early childhood education at the College of New Jersey. She also holds a New Jersey Standard Teaching Certificate in Preschool through 3rd grade from the NJ Department of Education. Dee is a former Kindergarten Teacher; Preschool Teacher; Abbott Preschool Director; and Trainer/Consultant with Burlington County Community College's CDA program. In 2011, Dee completed a Certified Parent Educator Program at Rutgers University and Train the Trainers Institute in Infant Toddler Mental Health for the Infant Toddler Credential. Among her civic activities she is a member of Alpha Kappa Alpha Sorority Inc., The National Sorority of Phi Delta Kappa Inc. (teacher sorority); and Nora F. Taylor Chapter #57 Order of the Eastern Stars Prince Hall Affiliated. She is a 2003 graduate of the Camden Empowerment Zone's Neighborhood Leadership Institute, and was the 2006 recipient of the Jerrothia Riggs Education Award. Dee has been a mentor with the New Jersey Cultural Competency and English Language Learner Summer Institute/Mentoring Program for five consecutive years.

Liliana Gomez has been in the field of early childhood education for 22 years. She earned her Bachelor's degree in early childhood education in her country of Colombia and completed her graduate coursework for her preschool to third grade certification at the College of New Jersey. She holds a New Jersey Standard Teaching Certificate in Preschool through 3rd grade from the New Jersey Department of Education. Liliana is also employed by the Children Home Society of New Jersey as a Bilingual Group Facilitator and program assistant. She conducts a parent-child literacy program that helps parents learn about the importance of reading to young children, and coordinates all aspects of curriculum implementation for Spanish and English-speaking groups. The program has a read-aloud component followed by an interactive activity to strengthen the bond between parent and child. Currently, Liliana is pursuing a Master of Education at the College of New Jersey. Liliana has been a mentor with the New Jersey Cultural Competency and English Language Learner Summer Institute/Mentoring Program for five consecutive years.

Kamili Leath, M.S. is the Chief Operating Officer (COO) of Leath and Associates, LLC, a human development and training organization. As a consultant and speaker, she brings a wealth of knowledge, skills, and abilities with her "down-to-earth" approach to teaching and learning. She has worked in the non-profit sector at universities and colleges providing support and assistance to graduate and undergraduate students. She received a Bachelor of Arts in Psychology from Arcadia University and a Master of Science in Christian Counseling from Philadelphia Biblical University. Kamili conducts workshops and provides technical assistance for childcare centers and churches, as well as businesses. Kamili has a passion to see young children grow and succeed, and wants to see every preschooler developing and thriving in an excellent environment. She believes that every young child can succeed with appropriate support in an appropriate setting. This is Kamili's third year as a mentor for the New Jersey Cultural Competency and English Language Learner Summer Institute/Mentoring Program.

Merlene I. Taylor, MPS, Ed.S., received her Bachelor of Arts degree in Early Childhood Education from Brooklyn College. She worked as a teacher and trainer in the New York and New Jersey public schools for over ten (10) years. She later received her Master's Degree from The New School for Social Research in New York City, where she went on to do program development, training, and evaluation. For the next twenty years, Merlene worked in the Child Welfare and Advocacy arena, mentoring and training staff, and supporting families from various cultures and economic backgrounds. As Director of Social Service serving 150 children and their families, Merlene saw the importance of enrolling in the Marriage and Family Therapy Program at The College of New Jersey, and in 2003 received her Post Graduate Ed.S. She used this knowledge to help families with deeper emotional and parenting issues. Merlene's first love is teaching and mentoring as well as being taught. As a lifelong learner, Merlene is pursuing her Masters of Divinity at Philadelphia Biblical University, and a Certificate in Gerontology at Mercer County Community College. In her spare time, Merlene volunteers with several organizations in Mercer County. This is Merlene's second year with the New Jersey Cultural Competency and English Language Learner Summer Institute/Mentoring Program.



2011 Mentor's Retreat, from left to right: Ramata Choma (advisor) Merlene Taylor, Dee Bailey, Liliana Gomez, Kamili Leath, Ana Berdecia (Program Director), and Natalie Gomez (Program Assistant).





State of New Jersey
Department of Human Services
Division of Family Development



Family Strength Associates, Inc.

Building and Restoring Families & Communities Since 1996

THE SCHUMANN FUND

For New Jersey

