

CENTER FOR THE POSITIVE DEVELOPMENT OF URBAN CHILDREN

WORLD CHANGERS

*Inspiring Cultural and Linguistic Excellence
in Children, Parents and Teachers*



New Jersey Cultural Competency and English Language Learners Summer Institute and Mentoring Program



**THOMAS EDISON
STATE UNIVERSITY**

THE JOHN S. WATSON INSTITUTE FOR PUBLIC POLICY

Principal Authors:
Ana I. Berdecia, MEd
Caitlin Kosec, MPP
AUGUST 2017

IN LOVING MEMORY OF...

DR. PAMALA BROOKS

Sept. 23, 1943 – Aug. 2, 2013



Dedicated early childhood educator, professor, trainer and advocate for early childhood professionals across New Jersey. Dr. Pamela Brooks was also the proud owner of PALS, LLC., a consulting company that worked with early childhood leaders and teachers to provide quality early childhood initiatives. Brooks was creative and patient as she worked for and with the children of New Jersey. Brooks was a mentor in the program in 2009, facilitated two leadership institutes in North Jersey in 2010 and added value to the curriculum for leaders, which is still used today in the program.

Brooks earned an early childhood education degree from Kean University. In addition, she earned a master and a doctorate degree with an early childhood concentration, both from Nova Southeastern University. She was also a member of many national organizations such as National Association for the Education of Young Children (NAEYC national affiliate), The Council for Professional Recognition and the New Jersey CDA Advisory Board. Besides providing many levels of professional development and technical assistance, Brooks taught CDA and P-3 courses for Bloomfield College, and facilitated the Directors' Academies and Leadership Institutes for Professional Impact New Jersey.

WILLIAM SCHOFIELD

April 9, 1957 – June 26, 2016

William "Bill" Schofield held a combined tenure of 25 years with PNC Bank, NA, where he was a vice president and relationship manager within PNC's Corporate Banking - Public Finance. He focused on the provision of financial products and services to governmental entities located in New Jersey and New York. He spoke at numerous regional and national financial services associations and university forums on various industry topics.

Throughout his career he spent time as a member of The Board of Directors for The Boys and Girls Club of Mercer County and Thomas Edison State University Foundation. Schofield's commitment to adult education was motivated by his own experience as an adult learner. He worked full time while attending Saint Joseph's University in Philadelphia, where he graduated with a Bachelor of Science degree in marketing. While working at PNC Bank, Schofield enjoyed participating in its Grow Up Great Program for children age 3+ and also spent time reading weekly with elementary school children from the Philadelphia Public School District. These experiences exemplify Schofield's dedication to inspiring the lives of children and young adults to complete higher education.

Schofield's valiant fight when confronted with cancer further embodied his tremendous spirit. That spirit is enormously missed by his wife and children and the countless individuals whose life he impacted. We would like to thank the PNC Foundation for its generous grant in Bill Schofield's memory.



*The Center for the Positive Development of Urban Children
is grateful for the support of this years funders.*

Princeton Area Community Foundation



PNC Charitable Foundation



TD Charitable Foundation



James Kerney Foundation



The John S. Watson
Institute for Public Policy of
Thomas Edison State University



Trenton Public Schools



CONTENTS



1
PROGRAM FUNDERS

3
ABOUT THOMAS EDISON STATE UNIVERSITY

4
WORLD CHANGERS

5 PARTNERSHIP WITH TRENTON PUBLIC SCHOOLS

6 INTRODUCTION

8 OVERVIEW OF 2016 SUMMER INSTITUTE

12 PHOTO GALLERY OF 2016 THREE-DAY
SUMMER LEARNING INSTITUTE

14
THEORY OF CHANGE

20 CULTURAL AND LINGUISTIC STRATEGIES

22
WORLD CHANGER TEACHERS

30
SUCCESS STORIES

30 SUCCESS STORY 1: SECOND GRADE BILINGUAL DYNAMIC DUO
ZENAIDA SANCHEZ, NORMA VILLANUEVA AND KAMILI O. LEATH

36 SUCCESS STORY 2: FOURTH GRADE BILINGUAL CLASSROOM
ANAMARIA VERGARA AND ANA I. BERDECIA

44 SUCCESS STORY 3: THIRD GRADE DUAL LANGUAGE CLASSROOM
LUZ RIOS AND LILIANA ATTAR

52
WORLD CHANGER CHILDREN (STUDENTS)

56
WORLD CHANGER PARENTS

58
WORLD CHANGER LEADERS

58 2017 CULTURAL CONVERSATIONS LEADERSHIP INSTITUTE

59 COACHING SESSIONS WITH THE ESL/BILINGUAL DEPARTMENT STAFF

60
10TH ANNIVERSARY CELEBRATION

*CELEBRATING 10 YEARS OF EMPOWERING TEACHERS
IN CULTURAL AND LINGUISTIC PRACTICES*

64 FINANCIAL PARTNERS THROUGH THE YEARS 2007-2017

65 WORLD CHANGER MENTORS

78 STATEWIDE AND NATIONAL SPOTLIGHTS

79
APPENDIX

79 REFERENCES

81 PROGRAM ACKNOWLEDGMENT

82 PARTICIPATING SCHOOLS THROUGH THE YEARS

85 SAMPLE PROGRAM ASSESSMENT TOOL

INSIDE BACK COVER

PRINCIPAL RESEARCHERS AND WRITERS

ABOUT THOMAS EDISON STATE UNIVERSITY

Thomas Edison State University was founded in 1972 as one of New Jersey's senior public institutions of higher learning and is regionally accredited by the Middle States Commission of Higher Education. The mission of Thomas Edison State University is to provide flexible, high-quality, collegiate learning opportunities for self-directed adults. The University 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 needs of adult learners.

The John S. Watson School of Public Service and Continuing Studies at Thomas Edison State University 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; Nonprofit Management; Environmental Policy/Environmental Justice; Information and Technology Management; Health Policy and Public Health Management; Early Childhood Education Leadership and Management; Public Administration; 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:

- To review and advise on early childhood policy and initiatives that impact the positive development of urban children.
- 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.
- To identify and promote economic messages to engage nontraditional champions for children within municipal government and the business sector.
- To provide professional development opportunities that focus on parent engagement, socioemotional development, supervision and mentoring of teachers, and working with diverse children and families.
- To provide advisement to early childhood practitioners that guides them to career and academic options for becoming highly qualified and certified.



THE JOHN S. WATSON INSTITUTE FOR PUBLIC POLICY

www.tesu.edu/watson/institute/summer-institute.cfm

WORLD CHANGERS

Inspiring Cultural and Linguistic Excellence in Children, Parents, Teachers and School Leaders

Can children, parents and teachers really change the world?

Can they celebrate the diversity at home, in a classroom and in the community that provides the support needed for a child to develop a positive cultural identity and value his or her heritage and home language? Yes they can. We believe we can change the world by helping children, parents, teachers and school leaders become world changers!



PARTNERSHIP WITH TRENTON PUBLIC SCHOOLS – 10th ANNIVERSARY COHORT: According to the National Clearinghouse for English Acquisition, state and local education agencies need to be prepared to meet the academic and social-emotional needs of newcomers (students that arrive in the United States from other countries speaking a variety of languages, with different levels of literacy skills and educational backgrounds). About one out of every 10 public school students in the United States right now is an English language learner (nearly 5 million). Educating children whose first language is not English in all subjects and skills to be successful in school and beyond is one of the biggest challenges educators face today. In the 2015-2016 school year in New Jersey, there were 70,142 English language learners enrolled in public schools (NJ DOE, 2017 presentation). This number has increased by approximately 15,000 students since 2010.

Presently, in the Trenton Public Schools, there are 2,246 English language learners, many of whom are newcomers. These students require specialized instruction to ensure they acquire enough academic English to be successful in their current grade and able to advance through the K-12 system. Using culture and the students' home languages is the centerpiece of the New Jersey Cultural Competency and English Language Learners Summer Institute and Mentoring Program, which has built an evidence-based model that supports teachers in meeting the social-emotional and academic needs of diverse students.



Ana I. Berdecia, MEd, program director at Thomas Edison State University and Sandra Iturbides, MA, ESL/bilingual program supervisor at Trenton Public Schools, formed a partnership to recruit dual language and bilingual teachers for this year's program.

**“NEVER DOUBT THAT A SMALL GROUP OF THOUGHTFUL
COMMITTED CITIZENS CAN CHANGE THE WORLD.
INDEED, IT IS THE ONLY THING THAT EVER HAS.”**

—MARGARET MEAD, ANTHROPOLOGIST

INTRODUCTION

The New Jersey Cultural Competency and English Language Learners Summer Institute and Mentoring Program,

established in 2007 by the Center for the Positive Development of Urban Children at The John S. Watson Institute for Public Policy of Thomas Edison State University, was designed to address the rare opportunity educators receive to engage in extensive course work and professional development thus preparing them to work with the increasing proportion of linguistically and culturally diverse students in their classrooms. The program specifically targets and provides professional development coupled with mentoring/coaching to early childhood and elementary educators with at least 50 percent English language learners (ELL) in their classrooms who qualify for the free and reduced lunch program (low-income families). Cultural consciousness and responsiveness are the primary goals of the program. We are interested in how the New Jersey Cultural Competency and English Language Learners Summer Institute and Mentoring Program (Summer Institute) and nine months of mentoring changes the way teachers think about culture and language and the ways it transforms their teaching practices.

This was the first time that the N.J. Cultural Competency and English Language Learners Summer Institute and Mentoring Program was offered solely in one school district. The program has an evidence-based, proven 10-year track record of changing the way teachers think and how they implement strategies that link

culture and language. The program goes far beyond a simple overview on diversity; it provides an eye-opener for teachers as they are guided to discover their own cultural identity, biases and misconceptions. Through the program's curriculum, teachers are provided comprehensive pathways to transform their thinking and classroom practices to support English language learners and culturally diverse children. In New Jersey, there is no other program of its kind that couples professional development focused on culture and language with nine months of mentoring that supports how teachers create and sustain positive changes to work with culturally and linguistically diverse children and families.

The program has implemented a model that collects quantitative and qualitative data, which demonstrates that although teachers entered the program unaware of how to start, upon completing the program they are able to develop effective strategies for working with English language learners and culturally diverse populations of students. We have seen teachers dramatically improve their ability to become more culturally and linguistically conscious through experiencing a shared body of knowledge and applying that knowledge in their classrooms. The program has developed its own data collection system that is highly dependent on mentor reports that include supportive visit narratives and two assessment tools (the Culture and Language Assessment 5-Point Scale developed by Ana I. Berdecia and the Stage of Change 5-Point Scale developed by the Children's Institute in Rochester, N.Y.). These

“EDUCATION IS THE MOST POWERFUL WEAPON WHICH YOU CAN USE TO CHANGE THE WORLD.”

NELSON MANDELA



evaluation tools measure the efficacy of the program model and the changes that teachers are making in their thinking and practices.

Teachers learn how to support both students' self-identities and self-esteem while enhancing their potential for academic success. The key components/services of the program are as follows:

- > **Identification of teaching teams classrooms**
- > **Conducting a preassessment** using the Culture and Language Assessment 5-Point Scale and the Stage of Change 5-Point Scale before the teachers attend the Summer Institute. Teams are selected using an established set of criteria, which gives priority to classrooms that serve low-income families and where 50 percent of the children in the classroom are English language learners;
- > **Providing a three-day intensive Summer Institute** that assists teachers to examine their own biases, learn about ELL students and what strategies are most effective in supporting their development. In addition, teachers learned how to conduct enhanced literacy moments, which are proven strategies that support first- and second-language acquisition and cultural identity;
- > **Providing four supportive site visits** with an assigned mentor to build a rapport and plan what actions the teachers will undertake together in order

to begin transforming their classrooms into culturally and linguistically responsive learning environments;

- > **Conducting three Post-Institute assessments** using the Culture and Language Assessment 5-Point Scale and the Stage of Change 5-Point Scale at the four-month marker, six-month marker and nine-month marker. Mentors conduct assessments to help the teachers reflect on the learning that has occurred and what types of supports or interventions are needed for the teachers to continue making progress.
- > **Conducting four learning communities via teleconferences** to discuss topics that mentors have identified as needing more support.
- > **Conducting a two-day Leadership Institute** that allows supervisors to experience the Summer Institute's curriculum that their staff experienced, and to impart the program's principles to key staff (administrators and supervisors) that assisted the teachers to sustain the strategies after the nine months of mentorship have been completed.
- > Each classroom receives **nine months of mentoring/coaching** and a **cultural tool box** of materials and teaching resources valued at \$500, i.e., books, puzzles and music CDs, to help them redesign their learning environments and jump start instruction time that links culture and language across the curriculum.



OVERVIEW OF 2016 SUMMER INSTITUTE

The New Jersey Cultural Competency and English Language Learners Summer Institute and Mentoring Program hosted its 10th Anniversary, Three-Day Learning Institute, Aug. 23-25, 2016, with the theme, *World Changers: Inspiring Cultural and Linguistic Excellence for Children, Parents and Teachers*. After the Three-Day Learning Institute, classroom teachers were assigned a mentor who provided monthly supports to the classroom teachers in the adoption English language learners and cultural competency strategies with the goal of creating culturally and linguistic responsive classrooms. Twenty-three teachers from Trenton Public Schools were recruited and received 21 hours of training in best practices for engaging diverse learners This 10-year, evident-based, model program, established in 2007, has provided professional development and mentored 224 educators in 115 classrooms in 85 schools across the state of New Jersey.

In addition to the Summer Institute’s evaluations, **pre- and post-tests** are administered to measure the increased knowledge of educators from Day 1 (first day before the learning) to Day 3 (the end of the third and final day). One hundred percent of the pre- and post-tests were returned and analyzed. Many of the participants increased their knowledge of working with diverse children and their understanding of new teaching strategies. The pre- and post-tests had four questions that linked to the Institute’s learning objectives:

- > What is cultural consciousness?
- > How does deep culture differ from surface culture?
- > What is cultural responsive pedagogy?
- > What are strategies you can use to engage diverse children and families?

QUESTION #	GROWTH IN KNOWLEDGE	KNOWLEDGE REINFORCED	NO RESPONSE
1	60%	25%	15%
2	50%	40%	10%
3	65%	20%	15%
4	65%	15%	20%

Who Are the Teachers in the 2016-2017 Cohort? In 2016-2017 cohort of the New Jersey Cultural Competency and English Language Learners Summer Institute and Mentoring Program, 23 teachers participated in the Learning Institute which included five ESL teachers and three supervisors. Twelve classroom teachers received nine-months of mentoring. The participants varied in teaching grades. We had three kindergarten classrooms (two dual language classrooms and one bilingual classroom); one second grade bilingual classroom; two third grade classrooms (one dual language classroom and one bilingual classroom); one fourth grade bilingual classroom; various sections of Spanish as a foreign language at the middle school for 6th, 7th and 8th graders throughout different marking periods, and two high school classrooms (ninth grade English, and various sections of Spanish as a foreign language for ninth, 10th 11th and 12th graders).

The teachers in the program were as diverse as their students representing cultural heritages that include: Colombia, Cuba, Dominican Republic, Nigeria, Peru, Puerto Rico, Spain and the U.S.A. The teachers’ ages range were between 25 and 50+ years. The majority of the teachers have a bachelor’s degree with certification and/or bilingual/ESL endorsement in addition to from two to 20 years of experience in the educational field.



CLASS OF 2016

PARTICIPANTS' DEMOGRAPHIC DATA

TEACHER DEMOGRAPHICS

DATA NUMBER

TEACHER AGE RANGE

25 - 30 Years Old	1
31 - 40 Years Old	3
41 - 50 Years Old	5
50+ Years Old	4

ETHNICITY/NATIONALITY

African (Nigerian)	1
Columbian	1
Cuban	2
Dominican	2
Peruvian	1
Puerto Rican	5
Spaniard	1

CREDENTIALS/EDUCATIONAL LEVEL

Bachelor Degree	13
P-3 Certification	4
ESL Endorsement	3
Bilingual Endorsement	4
Other Endorsements (Spanish/English languages)	2
Masters Degree	2

TEACHER DEMOGRAPHICS

DATA NUMBER

YEARS TEACHING IN CURRENT POSITION

1 Year Experience	8
2 - 5 Years Experience	13
6 - 10 Years Experience	10
11 - 15 Years Experience	6
16 - 20 Years Experience	1

YEARS TEACHING IN EARLY CHILDHOOD EDUCATION

1 Year Experience	2
2 - 5 Years Experience	8
6 - 10 Years Experience	1
11 - 15 Years Experience	1
16 - 20 Years Experience	0
21+ Years Experience	0
Unknown	1

LEARNING INSTITUTES

THREE-DAY SUMMER INSTITUTE

Three-day Summer Institute assisted teachers to examine their own biases, learn about ELL students and what strategies are most effective in supporting their development. In addition, teachers learned how to conduct enhanced literacy moments that are proven strategies that support first- and second-language acquisition and cultural identity.

THREE-DAY SUMMER INSTITUTE CURRICULUM FOR TEACHERS

- › Program overview and expectations.
- › Exploring cultural biases through the Privilege Walk activity and the AWAKA Simulation (a cultural immersion experience).
- › What does a coaching/mentoring relationship look like? What can I expect?
- › First- and second-language acquisition.
- › Cultural consciousness through the use of participants' Cultural Masks and Cultural Artifacts.
- › Literacy development (enhancing comprehension strategies by adding props, visuals, gestures, music/movement and vocabulary in home language(s) and English).
- › Creating connections, building a community of acceptance, valuing home language and understanding the world of English learners and immigrant families.
- › Using culture and language across all curriculum areas to enhance instruction.
- › Creating a mentoring-coaching action plan.
- › Communication strategies and the examination of the affective filter that compromised or supported learning.
- › Modeling early childhood hallmarks such as solid and predictable routines, transitional activities and the use of small groups and large groups that support instruction.

PARTICIPANTS' REFLECTIONS ON THE THREE-DAY SUMMER INSTITUTE

- › *"Being able to step into my students' shoes during Literacy Moments and the first video with effectiveness of gestures and videos reminded me of my students' challenges that I may have become desensitized to. Also, loved the support!"*
- › *"Diverse cultural experience. A hands-on experience of what delving deep into culture looks and feels like. Very practical information."*
- › *"The sharing of stories, personal experiences, knowledge and information of best strategies, and brain research. The collegiality, fun and laughter, and inspiration to continue the work."*
- › *"It was great to see different ways to incorporate culture into every lesson."*
- › *"Powerful, enlightening, I will be more aware of how I approach and interact with families."*
- › *"This was really great- sometimes you finish a training and jump into your busy schedule right after, never reflecting or thinking about how you will use the information gained - with the (debriefing circle) it forces you to reflect before you leave. Loved it!"*
- › *"Presentation showed one how much I didn't know about culture in the classroom."*
- › *"Very, very, very excellent. Loved being able to get in the kids' shoes and experiences from their perspective."*
- › *"This training placed me on the reflection path, just before the school year begins. I learned that deep culture awareness is essential and that small things (i.e., your hair) can be such a huge element among teens. I also learned to listen more, choose my words carefully and not make assumptions."*

TWO-DAY LEADERSHIP INSTITUTE

Two-day Leadership Institute allowed administrators and supervisors to experience the same Summer Institute curriculum that their staff experienced, to impart the program's principles to lead staff (directors and supervisors) that helped sustain the strategies after the nine-months of mentorship have been completed. School Leaders also examined the art of coaching to further scaffold teachers in their teaching practices using reflective questions.

TWO-DAY LEADERSHIP INSTITUTE CURRICULUM FOR SCHOOL LEADERS

- › Program overview and expectations.
- › Cultural biases thru the Privilege Walk activity and the AWAKA Simulation (a cultural immersion experience).
- › Overview of Coaching/Mentoring: Using reflective questions and role playing.
- › First- and second-language acquisition.
- › Cultural consciousness through the use of participants' Cultural Masks and Cultural Artifacts.
- › Literacy development (enhancing comprehension strategies by adding props, visuals, gestures, music/movement and vocabulary in home language(s) and English).
- › Creating connections, building a community of acceptance, valuing home language and understanding the world of English learners and immigrant families.
- › Coaching models that support exceptional teams that own their problem-solving process and consider new beliefs that lead to greater cultural and linguistic responsiveness.
- › Support mentoring and coaching action plan through the implementation of coaching models.
- › Communication strategies and the examination of the affective filter that compromised or supported learning.
- › Greater parent/family participation by incorporating parents/guardians as co-decision makers, teacher aides, story tellers and contributors to the cultural artifact of classrooms.

PARTICIPANTS' REFLECTIONS ON THE TWO-DAY LEADERSHIP INSTITUTE

- › *"What I liked most about the Leadership Institute was the honest conversations and "nonthreatening" atmosphere. These were bold discussions about race and culture, and yet we all felt safe having them."*
- › *"What I believe I will apply right away is the coaching techniques - listening intently, probing, and clarifying. The privilege discussions helped me become more aware of the variables that lead to my success and the struggles."*
- › *"Powerful experience. Excellent event. Well thought out and informative. I am looking forward to more learning."*
- › *"I want to take back using the curiosity-based question with the school leadership team to continue to focus on cultural competency and other issues."*
- › *"I enjoyed every part of today's Dinner-N-Dialogue, but I mostly enjoyed the discussions about culture and privilege."*

PHOTO GALLERY OF 2016 THREE-DAY SUMMER LEARNING INSTITUTE

AUG. 23-25, 2016







THEORY OF CHANGE

The primary focus of the program is to transform the thinking and practices of early childhood and elementary teachers to improve the interactions and instruction of English learners. It is important to recognize that, according to the Center for American Progress's report, *Preparing All Teachers to Meet the Needs of English Language Learners*, "To date there has been relatively little attention paid to the essential standards, knowledge and skills that general education teachers ought to possess in order to provide instruction to ELL placed in their classrooms... unfortunately, the rapid growth in the ELL population has been matched by insufficient growth in teachers' understanding of how to best educate these students." (Samson, & Collins, April 2012). The report further states that, "Teachers must have a working knowledge and understanding of the role of culture in language development and academic achievement. Cultural differences often affect ELL students' classroom participation and performance in several ways." (Samson, & Collins, April 2012).

The 'real challenge' for teachers is finding a balance between the anchor standards found in New Jersey Student Learning Standards Guidance (May 2016) across subject areas and the acquisition of academic English to be successful in proceeding grades and assessments. The process of English acquisition is complex and may vary from student to student. Research shows "ELL students are quite capable of learning subject matter in two languages.

In fact, they may benefit cognitively from learning more than one language. Transitioning from their first language to English before they have a firm grasp of their first language, usually by the end of the third grade, may be detrimental in the long run. Students who are taught in English-only classrooms or transitioned to English instruction before they demonstrated well-established oral language abilities in their own language frequently never achieved high levels of English fluency and do not fare as well as those who had an opportunity to learn in two languages." (Espinosa, 2008 p.2). This is why it is paramount that teachers use the students' home language as a springboard to learn English. There are many factors to consider in understanding how children become fluent in English. These factors may include: "the language spoken at home, the socioeconomic circumstances of the family, the age of the child and extent of exposure to English, fluency in the home language, the family's immigration to the U.S. and the values and customs of the family." (Espinosa, 2008 p.2).

Another challenge for teachers is how to infuse cultural nuances from the children's heritages into the curricula so it can support English acquisition, the preservation of the home language and strong cultural identity. Learning both a new culture and language can increase stress for the newcomer students. In daily interactions with peers and adults, children receive messages about which characteristics are valued and encouraged in a



particular context and situation and which are not. Even if we are not aware of our preconceived ideas and biases, we reflect them as we relate to the children in our care. As a consequence, these ideas and biases may negatively influence our relationship with particular families and, moreover, have a negative impact on children's identity and self-esteem. Similarly, if the classroom environment does not incorporate cultural elements other than those related to mainstream culture, the message for culturally diverse children is that their cultural heritage is not valued (Castro, Ayankoya & Kasprzak, 2011). 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). 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 the confidence to explore the world. Building this confidence is essential, especially for students whose home languages are different from their peers. Teachers have to shift their thinking to believe culture and language are assets and anchors for development, rather than a deficit for learning (Berdecia, & Kosec 2010). Our program seeks to contribute to this issue by providing the strategies and tools necessary for teacher to use the lenses of home language and home culture for the development of English language learners.

Our teacher invention model includes challenging teachers' beliefs and disposition by creating

awareness, providing knowledge on cultural competency and instructional best practices for working with ELLs. Teachers are offered an introspective opportunity to be intentional about how they think and what practices they adopt that influences diverse students and their families. Cultural coaches partner with teachers to assist them to change their thinking and implement best practices. The program is grounded in the principles of action research, believing that teachers are equal partners with the mentors in their learning and the architect of their own professional development. The program model uses the five steps of action research to transform thinking and instructional practices: 1) Identify and Diagnose; 2) Plan; 3) Interpret; 4) Action; and 5) Reflect. The change process is aided by cultural conversations with a skilled cultural coach/mentor that will help teachers identify their blind spots and examine where they could make changes and improvement to become culturally and linguistically responsive.

The program has a strong coaching approach. "Coaching is an interaction style for building capacity of another person to achieve his or her desired outcome. Reflective practices look back on the many iterations of this process of knowing, doing and reflecting, and knowing anew. The coach's ultimate goal is sustained performance in which the person being coached has the competence and confidence to engage in self-reflection, self-correction and the generalization of new skills and strategies to other situations as



appropriate (Flaherty, 1999; Kinlaw 1999). Wilson (2002) states that individuals (teachers) 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. This makes the case for creating awareness about teachers’ biases and how a coaching relationship can help teachers examine their preconceptions.”

The best tool we have found to measure readiness to change is the Stage of Change Scale developed by the Children’s Institute Strengthening Social and Emotional Health in Rochester, New York. The scale was modified from a health model that looked at how people changed their health behaviors to teachers working with young children. The Stage of Change Scale was piloted with early childhood professionals through a grant from the U.S. Department of Education. The

Stage of Change Scale measures teachers’ general dispositions and readiness for change using seven indicators: intention to change, awareness of a need to change, seek information, effect on children, overcoming obstacles, social support and professional identity. Process through the stages is not always linear; individual may move back and forth through stages or revisit them in a spiral pattern (Peterson, Baker, Weber, 2010).

Although the Children’s Institute Stage of Change Scale makes no mention of a relapse stage, the original model developed by Dr. Carlos C. DiClemente and J.O. Prochaska and his colleagues included this stage of relapse as the stage in which we slip back into our old patterns of behavior. We have seen this behavior in some of the classrooms we have mentored. At the beginning of the mentoring visits, teachers were off to a great start making some changes then they relapse into a



STAGES OF CHANGE

THE FIVE STAGES OF CHANGE THAT WE MEASURE THROUGHOUT OUR PROGRAM ARE LISTED AND DESCRIBED BELOW

STAGES	DESCRIPTION
1) Precontemplation	Not ready to change
2) Contemplation	Thinking about change, but overwhelmed by obstacles
3) Preparation	Ready to change
4) Action	Actively engaged in change
5) Maintenance	Maintaining change with vigilance

contemplation stage and feel overwhelmed by competing initiatives at the district that caused culture and language intentionality to diminish and no longer be evident during mentor site visits. This did not occur to every teacher in the program. Some teachers were able to increase their scores from Contemplation to Action and from Contemplation to Maintenance on the Stage of Change Scale (see success stories on page 30). When applying an analysis of the teachers' average scores through the Children's Institute Stage of Change Scale, the teachers, as a cohort,

were just entering the Preparation stage during the preassessment phase. The Preparation stage indicates that the teaching teams were just beginning to plan changes to their instruction and classroom design. By the end of the program, the teachers' evolved in their thinking to the Action stage, indicating they were actively making the changes necessary to create a welcoming, culturally and linguistically responsive learning environment for diverse learners and families. A full analysis is presented in Figure 1 below.

Overall Changes in Thinking

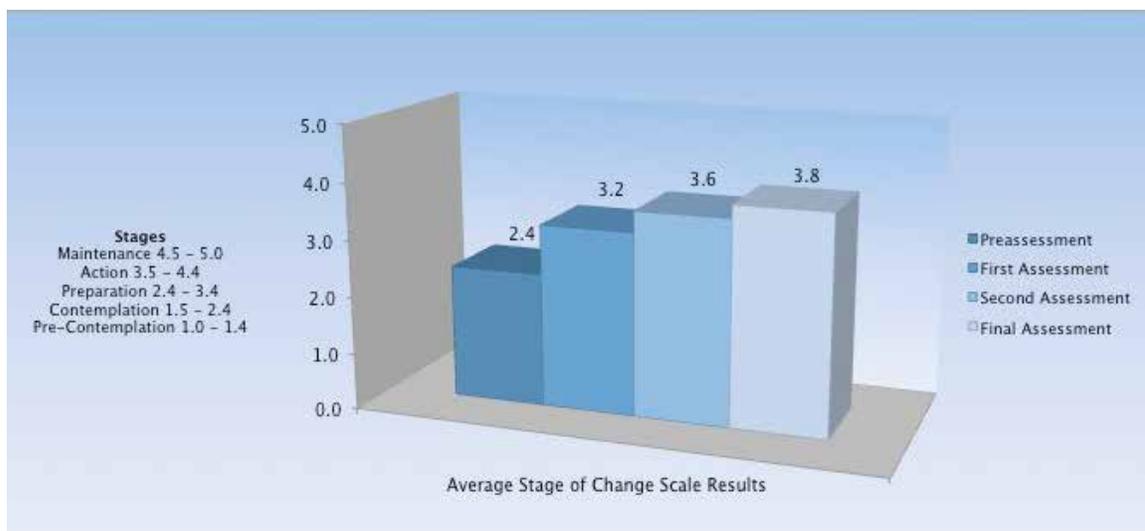


Figure 1: Average Stages of Change Results for the 2016-2017 Trenton Cohort



EVIDENCE OF STRATEGY ADOPTIONS

The program strategies and the assessment tools encourage early childhood teachers to adopt 26 strategies across three competency areas: 1) classroom design; 2) teachers' rhythm and temperament; and 3) instructional strategies during the 10-month program year. Mentors are assigned to each classroom through supportive site visits and assessment visits help teachers change their thinking and practices to be more culturally and linguistically responsive. A description of each type of visit is below:

Supportive site visits helped build a rapport between the teachers and their assigned mentor in order to develop an action plan to transform their classrooms into culturally and linguistically responsive learning environments. Each visit is a minimum of two and a half hours, but has no maximum length. Most mentors spend three to three and a half hours per visit. During the visit the mentor observes both the classroom environment and the teachers' adoption of best practices for improving the learning environment and instruction. After the visit, the mentor created a report entitled the Supportive Visit Narrative that measured what specific strategies teachers have adopted, changes in their thinking and what supports are needed to help them achieve their action plan. In the narrative, the mentor tells the change story and provides the teachers with commendations and recommendations. The report is given to the teachers before the next site visit. The supportive visit narrative is also used in the coaching sessions.

Post-Institute assessment visits - Mentors use the Culture and Language 5-Point Assessment Scale (at the four-month marker, six-month marker and nine-month marker) to help the teachers reflect on the learning that has occurred and what types of supports or interventions are needed for the teachers to continue making progress. The visit is a minimum of two and a half hours, but has no maximum length. During the visit the mentor assesses the classroom design, teaching rhythms and temperament and instructional strategies of the teaching team. The four-month, six-month and nine-month final assessments are compared and the data is shared with the teachers.

There are **five levels** in which teacher naturally progress through to become more culturally conscious and responsive across the three domains of Classroom Design, Teaching Rhythm and Temperament and Instructional Strategies (see page 19 for more details on levels).



LEVELS OF CHANGE IN THINKING AND PRACTICE

For a detail description on the 26 Program Strategies, see pages 20 - 21.

LEVEL 1



The learning environment changes infusing more cultural and linguistic artifacts and materials. Sometimes they are used for curricula and sometimes they are just visual reminders of the diverse children and families being served.

LEVEL 2



The artifacts and materials are often used in a meaningful way to support language and culture.

LEVEL 3



Teachers are making intentional efforts to speak the home language(s) of the children during daily interactions including instructional time and are beginning to infuse some cultural nuances into the learning activities.

LEVEL 4



Teachers are using the children's cultures as a springboard for curriculum and activities most of the time and are intentional about using the children's home language(s) for interactions and instructional times.

LEVEL 5



Teachers are practicing all the strategies described in each of the level and the three domains (described on Page 22) and are become more creative with learning activities and how parents and family members are engaged.

CULTURAL AND LINGUISTIC STRATEGIES

Classroom Design	Teaching Rhythm and Temperament	Instructional Strategies
Pictures/Photos of the families enrolled.	Discipline Strategies: Guiding behaviors that mirror the cultural nuances of the families enrolled can bridge understanding and enhance communication.	Starting Slowly and Starting with What Children Know: The children's experiences, home life and cultures are used as a springboard for activities and interactions.
Pictures/Photos of families around the world.	Routines/Transitions: The use of predictable routines and transitions that include the children's cultural nuances and languages help children gain confidence and security in the school environment.	Talking While Doing: Narrating the children's activities in both English and their home language(s) builds their language dictionaries and comprehension.
Pictures/Photos of houses and buildings around the world.	Routines/Transitions: Using the same activities throughout the day to cue children in creates a sense a global community and will help them understand what comes next.	Using Props and Gestures: Adding items that help double the message and increase comprehension helps all students especially ELL and other students to make sense of the activities and stories used in the program.
Posters of world maps, national flags and cultural artifacts.	Models/Facilitates Exploration: Teachers work to model acceptance of cultural nuances and home language(s) throughout the day. In addition, they incorporate culture and language(s) into daily activities.	Talking About Here/Now: Talking about what is right here or happening now, assist ELLs to narrow the field of what the conversation is about and focus on appropriate responses.
Artifacts from around the world but particularly those that represent the cultures of the children enrolled in the program are evident in the classroom.	Models/Facilitates Exploration: Teachers model the children's family values such as interdependence versus independence, roles of family members and roles of elders.	Utilizes One-to-One and Small Group Instruction: This strategy helps with social proximity, language usage and transition to greater group involvement and practice in the new language.
Use of Print: Labels in English and the children's home language(s) are placed on the materials, supplies and surfaces. Different languages are represented in different color ink for example Spanish in red and English in blue.	Provides Choices to the Children: Children are encouraged to express their cultural values, family values and religious affiliations while selecting activities and interacting with peers.	Repetition: Saying things more than once gives a child more opportunity to comprehend what is being said and learn new words. Placing the new word at the end of the sentence improves comprehension.
Use of Print: Signage is used throughout the classroom that provides direction and clarifies expectations in English and the children's home language(s).	Provides Choices: Children are encouraged to use the language they prefer during daily interactions and activities.	Extending/Expanding: This is when teachers take a concept and add to it, so it builds comprehension and vocabulary. For example: "The Play-Doh is round, like a cookie. What type of cookie do you like? Chocolate-chip (then pretend to eat it)."
Use of Print: A collection of books that reflect the children in the classroom from a variety of genres are placed throughout the room and in the library area.	Helps all Children Participate Regardless of Proficiency Level: Children are encouraged to take risks in using English while being supported in their home language(s).	Extending/Expanding: This is when we "up the ante" and insist on verbal communication by asking questions and creating a back-and-forth dialogue. This helps to fine tune what the children know about using both languages. If the children do not engaged in the process, teachers may have to rephrase and make the questions simpler to get them to take a risk in the new language.
Walls/Displays: If walls could talk what would they say about the diversity of the classroom and what would the learning areas communicate about the cultures and countries represented in the room?	Helps all Children Participate Regardless of Proficiency Level: Children are supported in building their English dictionary and home language(s) dictionary (mental templates) to increase their vocabulary and comprehension.	Utilizes Literacy Activities such as Read Alouds, Poems, Word Wall, etc.: A rich-print environment is valuable when both English and the children's home language(s) are being validated. The use of cultural stories, poems, songs and rich vocabulary that connected to the daily activities enhances comprehension and self-worth.

Classroom Design

Teaching Rhythm and Temperament

Instructional Strategies

Materials/Supplies: Items are arranged in a meaningful way to invite self-discovery and curiosity about diversity and how diverse people live.

Interaction with Children: Teachers interact with the children in their home language(s) using survival phrases, interpreters and other technologies.

Utilizes Literacy Activities such as Read Alouds, Poems, Word Wall, etc.: Cultural stories support cultural identity/self-worth. When the stories connect to the other learning areas this helps English language learners feel a sense of belonging and that their cultures and language(s) are valued.

Learning Centers: Every area has cultural and linguistic items that celebrate culture and language. Items are selected because they teach acceptance of diversity, i.e., cultural puzzles and cultural board games, books, beads, fabric, etc.

Music and Movement: This area could include multicultural CDs and instruments from around the world.

Co-Teaching/Co-Decision Making: Teachers share the responsibility of instructional time in the home language(s) of the children providing bilingual/multilingual learning, while incorporating culture into the daily routine.

Using Songs with the Children's Names: The most wonderful word to a child is their name. They may not understand much of the English language, but they do know their name and coupled with gestures this can help a child feel a part of the school's culture and activities.

Table Toys: This area could include multicultural puzzles, games and beads from around the world.

Art Area: This area could include skin-tone crayons, papers and magazines from different countries. Fabric and artifacts from different cultures.

Block Areas: This area could include posters of different buildings and block sets from around the world. In addition, cardboard boxes can be added to build homes from around the world.

Co-Teaching/Co-Decision Making: Teachers share the responsibility of working with children based on their language ability. There are many ways to accomplish this through using two languages simultaneously or one language in the morning and another in the afternoon, or on alternate days. Agreement of philosophy is important as well as fidelity to the approach.

Building Vocabulary and Conversation in English and Home Language(s): Bilingual and multilingual children need to know that both or all their home languages are important. Creating rich blocks of time for conversations in English and their home languages can provide respite from processing the new language. It also reinforces vocabulary. When teachers are not fluent in the children's home languages inviting volunteers that are native speakers or using books on tape can also provide respite from processing the new language.

Science: This area could include different beans from other countries, climate charts that show cold and hot regions, various types of sand from around the world and cultural recipes that allow children to practice measuring and cooking.

Use 2nd Language for Both Content and Directions: Teachers are encouraged to use both English and home language(s) for both content (subject being taught) and direction (language that helps children understand expectations and requests).

Listening Center/Computer: This area could include various music and books on tape from around the world. Software that reinforces vocabulary and models pronunciation in home language(s).

Incorporate the Children's Culture and Language into the Daily Curriculum and Learning Experiences: Everyday offers us an opportunity to teach about the cultures represented in the classroom. We can visit the world through books and use the experiences in a book to help children accept others and celebrate diversity.

Dramatic Play: This area could include play food from a variety cultures, traditional clothing, hats and shoes from around the world. Menus for different types of cuisines could also be added to this area.

Involve Parents in Meaningful Ways (Parent Questionnaire, Volunteer in Classroom and Information Exchange): Parents/guardians can be wonderful teaching resources for the classroom through sharing their cultural games, stories, experiences and language(s), etc.

Library Area: This area could include a collection of books that reflect who is in the classroom and in the world as well as a variety of books in various languages.

Provide School Information in the Parents' Preferred Language: Letters, newsletters and important information should be shared with parents in their dominant language.

SOURCE: The program strategies and three domains used in the program are a combination of strategies we have documented in the ten-year evidence based program of the New Jersey Cultural Competency and English Language Learners Summer Institute and Mentoring Program. In addition, strategies were adopted from Patton O. Tabors (2008). *One child, two languages: A guide for early childhood educators of children learning English as a second language.* Paul H. Brookes Publishing Co. and Teaching Strategies. (2003). Starting Points Video Training Series: Teaching English language learners.



WORLD CHANGERS TEACHERS

OVERALL COHORT DATA 2016-2017

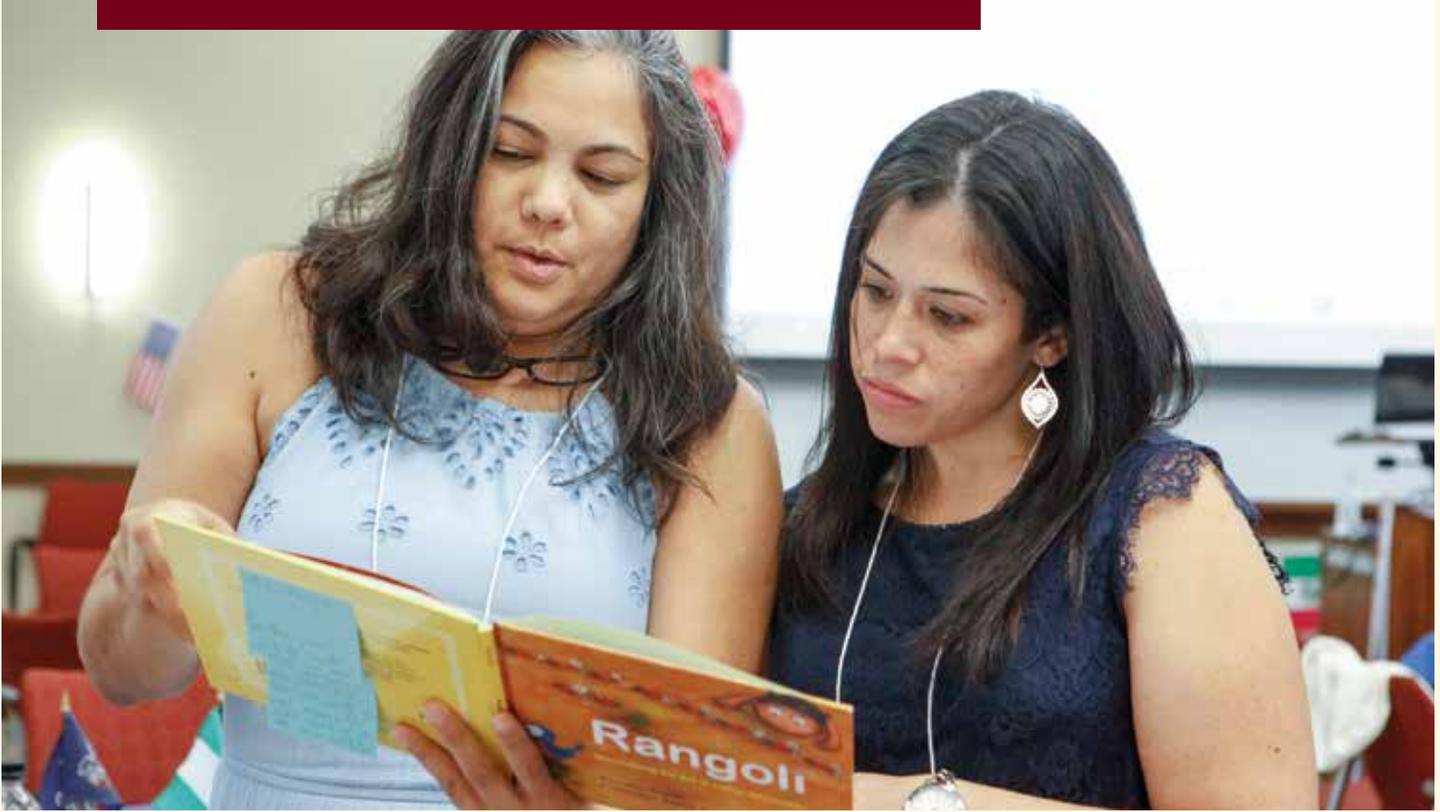
The 12 teachers selected for the mentoring component of the program used a variety of methodologies to create cultural and linguistic responsive learning environment and activities that were unique to their own personal experiences and personality. The program modeled cultural literacy moments with the intention to demonstrate to teachers how one cultural book can be extended and expanded into the various content areas. This is where we have seen teachers use their natural curiosity, imagination, drive and ability to make stories come alive and building language supports in both English and Spanish with a cultural flare. Mentors spent two to four hours each month in each classroom. Collectively, mentors provided 84 classroom visits, 223 hours of mentoring and 989 coaching interactions via texts, emails, mail and calls. The program used The Culture and Language 5-Point Scale, which measures the adoption of cultural and linguistic strategies across three domains: 1) Classroom Design; 2) Teaching Rhythm and Temperament; and 3) Instructional Practices.

CLASSROOM DESIGN: This domain refers to how the teachers place cultural artifacts (family photos, world maps, international flags, art, fabric, etc.) from various countries that represent the students' cultural backgrounds and local communities in their classrooms. Teachers also incorporate materials and books that represent diverse cultures and the students enrolled in their schools to create a global village so that it is known who is in the classroom by what is in the classroom.

TEACHING RHYTHM AND TEMPERAMENT: This domain refers to how teachers work cooperatively to support culture and language through co-teaching (with assistant or ESL teacher for pull-in services), co-decision making and small group instruction. This also refers to the degree of empathy teachers demonstrate toward students and parents who do not speak English. Successful teachers use their strengths and skills to maximize students' connection to their cultures and home languages as well as the cultural nuances that connect students to their families.

INSTRUCTIONAL PRACTICES: This domain refers to how teachers work cooperatively to double the message by the use of gestures, props and visuals for providing direction, content across curriculum areas, instruction and literacy moments that increase comprehension and participation. Teachers incorporate the students' home languages and cultures to build academic skills, building vocabulary and increase students' self-esteem that lead to strong cultural identities.





CLASSROOM DESIGN

When analyzing the improvements related to classroom design from the preassessment to the final assessment, the greatest improvements observed were in increasing the incorporation of ELL and culturally competent practices. The mean score for culturally competent classroom design strategies increased by 1.3 points on the 5-point scale between the preassessment and final assessment, while the mean score for ELL strategies increased by 1 point. The significant improvements in classroom design practices represent the teaching teams' overall willingness to change and incorporate new cultural artifacts and materials that reflect their students' diversity. A full analysis of the teaching teams' progress in improving their classroom design to be culturally and linguistically responsive through each of the three domains is included in Figure 2 below.

Overall Changes in Classroom Design

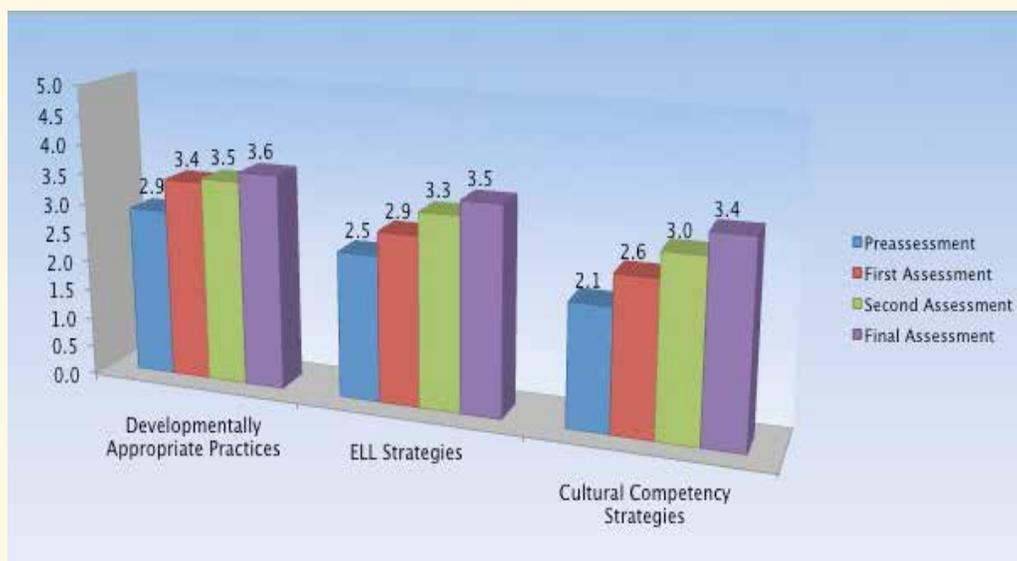


Figure 2: Overall Changes in Classroom Design Across All Classrooms Using the Culture and Language 5-Point Assessment Scale

TEACHING RHYTHM AND TEMPERAMENT

When analyzing the improvements of teaching rhythm and temperament from the preassessment to the final assessment, the greatest improvement was in the domain of culturally competent strategies. The mean score for the culturally competent strategies domain increased by 1.6 points between the preassessment and final assessment. A full analysis of the teaching teams' progress in improving teaching rhythm and temperament through each of the three domains is included in Figure 3 below.

Overall Changes in Teaching and Rhythm

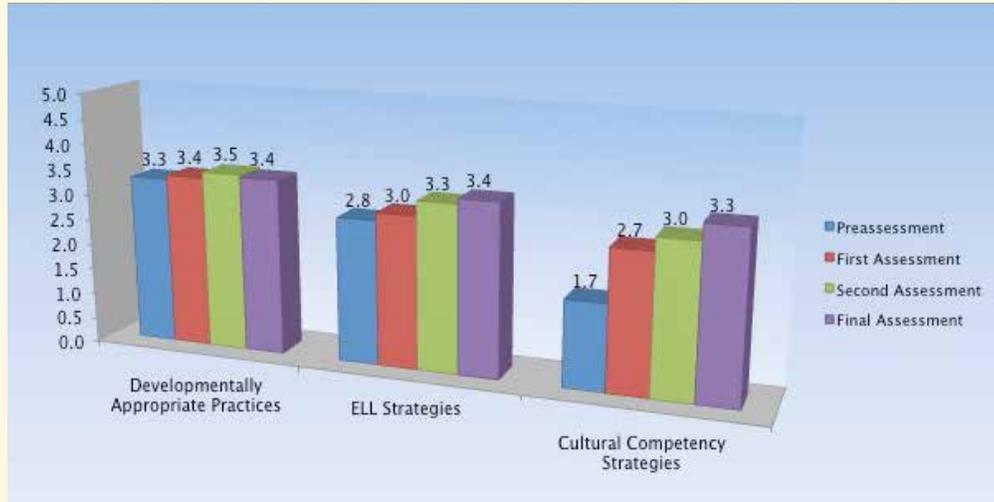


Figure 3: Overall Changes in Teaching and Rhythm Across All Classrooms Using Culture and Language 5-Point Assessment Scale

INSTRUCTIONAL PRACTICES

One of the overall goals of the New Jersey Cultural Competency and English Language Learners Summer Institute and Mentoring Program is to increase the use of culturally and linguistically responsive instructional strategies. When comparing the instructional strategy preassessment to final assessment results, the data demonstrates notable improvement in all three domains. The greatest improvement was observed in increasing the incorporation of ELL and cultural competency strategies. The mean score for cultural competency instructional practices increased by 1.8 points on the 5-point scale between the preassessment and second assessment. Moreover, the mean score for ELL practices increased by .7 points on the 5-point scale. A full analysis of the teaching teams' progress in improving overall instructional strategies through each of the three domains is included in Figure 4 below.

Overall Changes in Instructional Practices

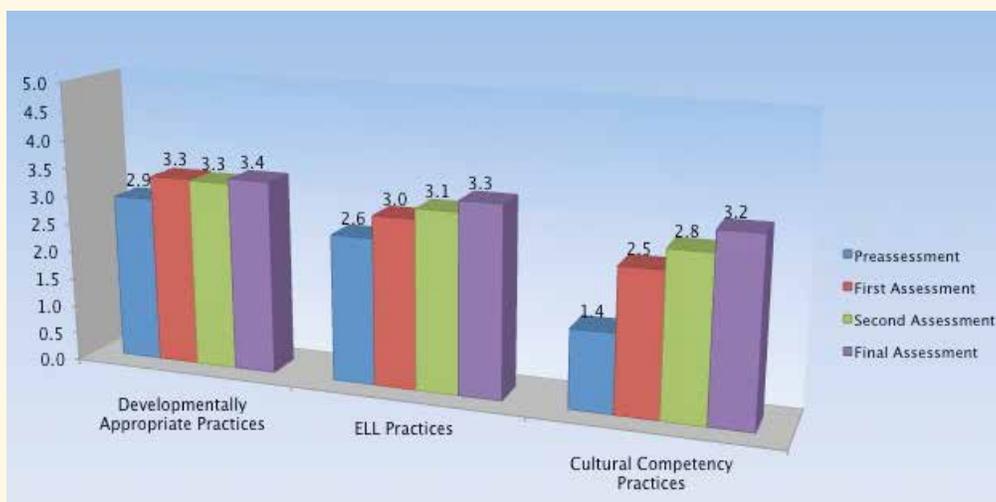


Figure 4: Overall Changes in Instructional Practices Across All Classrooms Using Culture and Language 5-Point Assessment Scale



MENTORSHIP THROUGH THE ART OF COACHING

Mentorship is at the heart of the program model and its results. Careful vesting and training mentors provides an extraordinary team of coaches that come alongside teachers to challenge their thinking and practices. Our program mentors have made a commitment to continue to study the art of coaching through mentors' retreats, trainings, peer learning and reflective practices. The team has been engrossed in the TGROW (topic, goal, reality, option and way forward- action) model of coaching and curiosity-based questions. According to John C. Maxwell, international leadership guru and coach, "Questions unlock and open doors that otherwise remain closed...it is the most effective means of connecting with people; it cultivates humility; build better ideas; gives different perspectives; and challenges mind-sets." The program mentors are all seasoned educators and facilitators of learning with more than 20- to 30-plus years in the educational field. They are experts in the art of conversations.

The primary role of the mentor is to act as a cultural coach/change agent who challenges how teachers think about culture and language while encouraging them to adopt strategies that support students' cultural self-esteem as well as their first and second language development.

During site visits, mentors witness how the classroom environment and instructional practices were transformed into a global community, where every culture and language is valued. Mentors utilized curiosity-based questions to help bring greater cultural and linguistic awareness about who is enrolled in the classrooms of a school and how this information serves as a springboard for curricula and interactions with diverse children and families. In this program year, the mentors have provided a total of 1,561 touches and contacts via face-to-face meetings, calls, texts, email, mailings, and site visits.

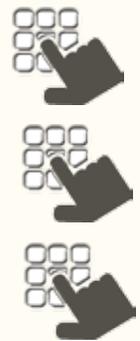
Mentoring Touches and



314
Texts



520
Mail
Correspondences



73
Telephone
Calls



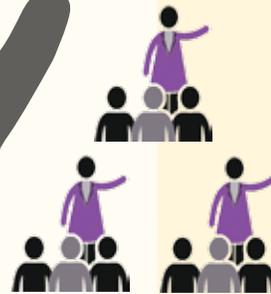
110
Face to Face

Contacts (Interactions)

TOTAL TOUCHES 1,561



237
Emails



223
Mentoring
Hours



84
Site
Visits

FINAL CONCLUSION AND LESSONS LEARNED

FROM 2016-2017 COHORT

The teachers in the 2016-2017 cohort made significant progress in improving their implementation of culturally and linguistically responsive, and developmentally appropriate best practices throughout the course of the program. The program was highly effective in transforming teachers' classrooms and instructional practices demonstrated by the Culture and Language 5-point Scale, the Stage of Change Scale and anecdotal reflections from teachers, school leaders and mentors. An analysis of the teaching teams' progress utilizing the Culture and Language 5-point Scale indicates that the most significant improvements were made in the areas of incorporating culturally competent practices in instructional strategies as well as through the teachers' rhythm and temperament.

In terms of changes in teachers' thinking, an analysis of the teaching teams' average scores through the Children's Institute Stage of Change Scale also indicates significant progress. During the preassessment, the teams were in the Preparation stage and beginning their journey to transform their classrooms. By the end of the program, the teachers evolved in their thinking into the Action stage, indicating they were actively engaged in incorporating culture and language into their classrooms. The classroom teachers made exceptional efforts in changing their thinking and in the adoption of ELLs and cultural competency strategies for working with diverse students (see success stories on Pages 30-51.)

In addition to mentoring, the teachers in this year's cohort received additional professional development through Learning Communities via Teleconferences. Three learning communities were offered to continue the dialogue about effective adoptions of English language learners and cultural competency strategies for creating culturally and linguistic responsive classrooms.

- The 1st Learning Community was titled, The Culture and Language of Team Collaboration and Building and it was held on Dec. 1, 2016.
- The 2nd Learning Community was titled, Being Culturally Present: Owning Your Impact with Students and it was held on Feb. 7, 2017.
- The 3rd Learning Community was titled A Cultural Exchange: Teachers Sharing Lessons Learned and it was held on March 30, 2017.

In preparation for the teleconferences, all participants received four scholarly articles to review, so they could participate in the call with their "aha" moments, questions or concerns. The calls are interactive and allows for peer learning and reinforcement of program strategies. After the teleconferences, each participant received a transcript of the call and certificates of participation.





PROGRAM REUNION

On May 20, 2017, the program alumni gathered at Thomas Edison State University for a reunion. Each alumni was asked to create a “ZOOM board” to illustrate how their classrooms were transformed as a result of the program. A ZOOM board is a three-by-four documentation panel that offers a closer look, as with a zoom lens, at the learning and understanding that participants gained from the New Jersey Cultural Competency and English Language Learners Summer Institute and Mentoring Program. Beside entering into peer learning, alumni participated in a music and movement simulations and a review of how important gestures are for English language learners acquire of a second language.



SUCCESS STORY 1

SECOND GRADE BILINGUAL DYNAMIC DUO

PAUL ROEBSON ELEMENTARY SCHOOL, TRENTON, NEW JERSEY

TEACHERS

Zenaida Sanchez
Norma Villanueva

MENTOR

Kamili O. Leath

One of the most successful teams in the Trenton Public School cohort was **Zenaida Sanchez** and **Norma Villanueva**. Both teachers have 10 years of experience in early childhood and elementary education. Team Sanchez and Villanueva demonstrated an amazing cultural and linguistic transformational trajectory in the program. Each month the mentor returned to provide on-site coaching and technique assistance in creating cultural and linguistic responsive environment, she saw close-up, how once an English dominant classroom that lacked cultural infusion burst into rich bilingual literacy moments with cultural nuances, and lessons plans that celebrated the diversity of the 20 bilingual students enrolled in their second grade classroom. Sanchez and Villanueva seem to steadily change their thinking that seemed to fuel their creativity to support both first and second language acquisition as well as cultural identity of their students that represented mostly Central and South American countries. The teams' thinking went from the Contemplation stage in December 2016, to the Preparation stage in February 2017, to the Action stage in April 2017 to finally to the Maintenance stage in May 2017.

"When I went to the Summer Institute, I was expecting a professional development on culture in our classrooms. I was expecting to receive strategies on what it looks like to have a cultural and linguistic classroom. What I received from the program was a support system that provided me with tools and hands-on experiences to infuse culture and language in my classroom along with the guidance of a mentor," stated Villanueva, ESL teacher. Sanchez, bilingual teacher added,

"The experience was more than just learning second language strategies, I learned how to teach my students through cultural lenses. It enabled me to make our classroom a home by including their norms and digging deeper into their cultures as oppose to what I saw on the surface."



Zenaida Sanchez



Norma Villanueva

Overall Changes in Thinking

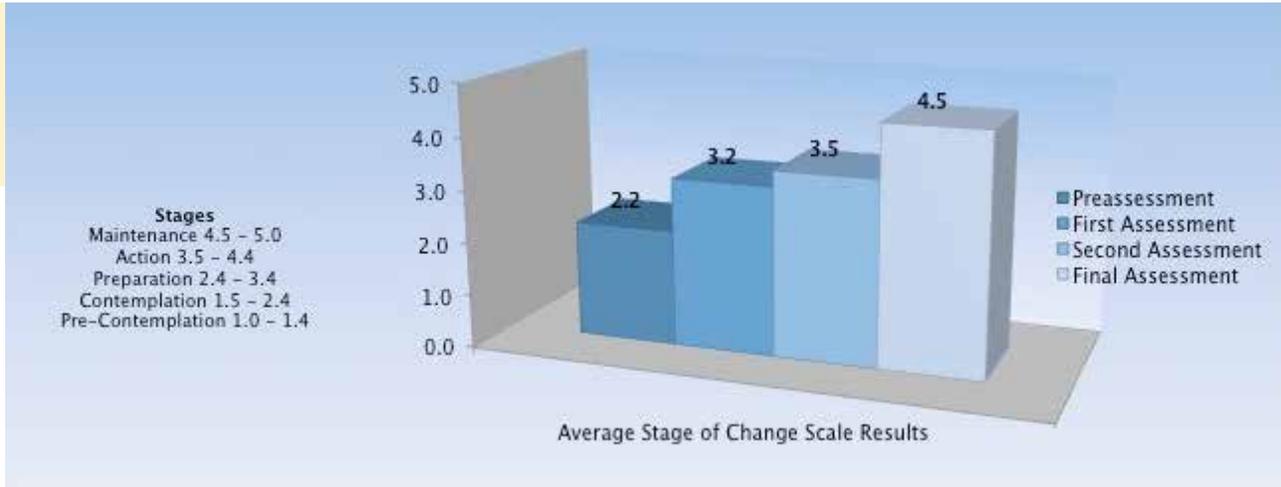


Figure 5: Overall Changes in Thinking Using the Stage of Change 5-Point Assessment Scale

Overall Changes in Classroom Design

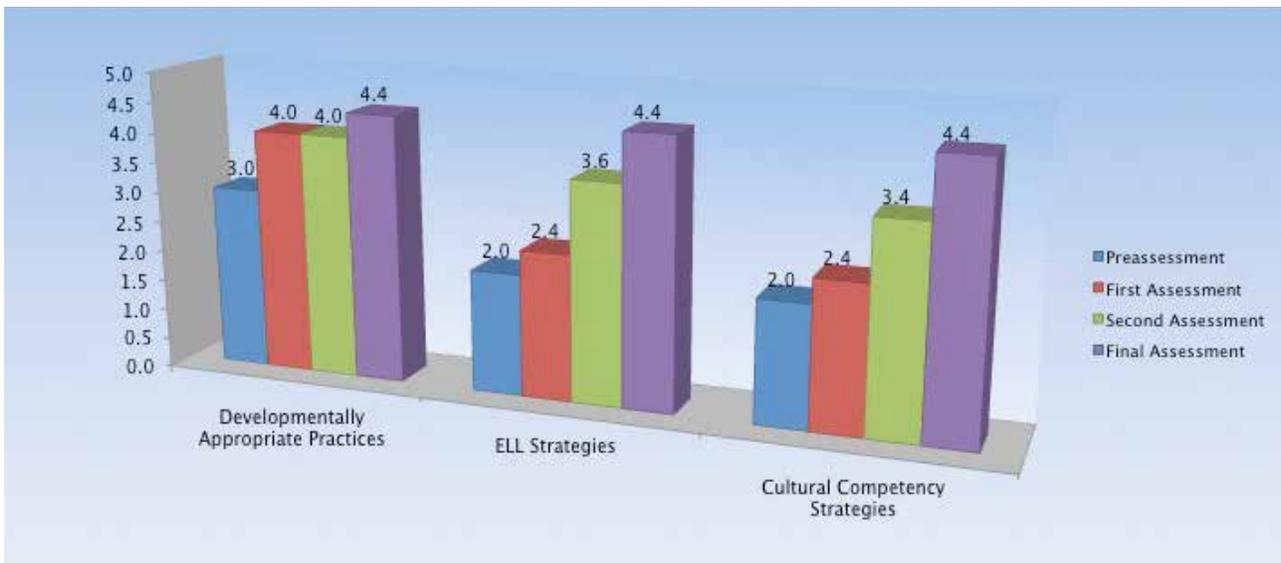


Figure 6: Overall Changes in Classroom Design Using the Culture and Language 5-Point Assessment Scale

Every time the cultural coach, Kamili Leath, came to visit there was something new added to the classrooms and many of the program strategies adopted into the instructional practices such as: a call and response protocol as an attention grabber. The teacher would say “class” and the students would reply “yes,” Again the teacher would “class, class” and the students would respond “yes, yes.” Other strategies observed by the mentor/coach was the incorporation of Latin music during seat work, cultural masks that represented each of the students, a family photo wall and a timer/chime to facilitate transition to the next activity that included checking for understanding with gesturing thumb-up or getting exit ticket after read-aloud. Exit tickets were given to each student at the end of each reading session as a way for teachers to check with students individually to ensure they understood or mastered the concept before moving to the next concept.

“My mentoring/coaching experience was amazing. I truly enjoyed working with Kamili. She provided great feedback after each visit that helped me see how I could better my teaching practices through a cultural perspective. I will always use these strategies thanks to this wonderful program,” stated Zenaida. Norma added, “The mentoring experience was rewarding and very helpful as it provided examples on how to adapt our classroom within targeted areas. The one-to-one support made it more feasible to apply the knowledge learned in the Summer Institute into our daily routine for the growth of the students and the teachers.”



PROGRAM STRATEGIES ADOPTED:

- > Call and response protocol.
- > Timer/Chime for transition to next activity.
- > Latin music and movement incorporated into the lesson plans.
- > Cultural literacy moments that connected to the student’s culture and language
- > Gestures, props and large visuals that double the message and increase comprehension in both English and Spanish.
- > Small group instruction based on students’ language proficiency levels.
- > Co-teaching to balance proficiently both languages for both directions and content.
- > Parent engagement activities that valued both cultural and linguistic family’s heritage and traditions.

Overall Changes in Teacher's Rhythm and Temperament

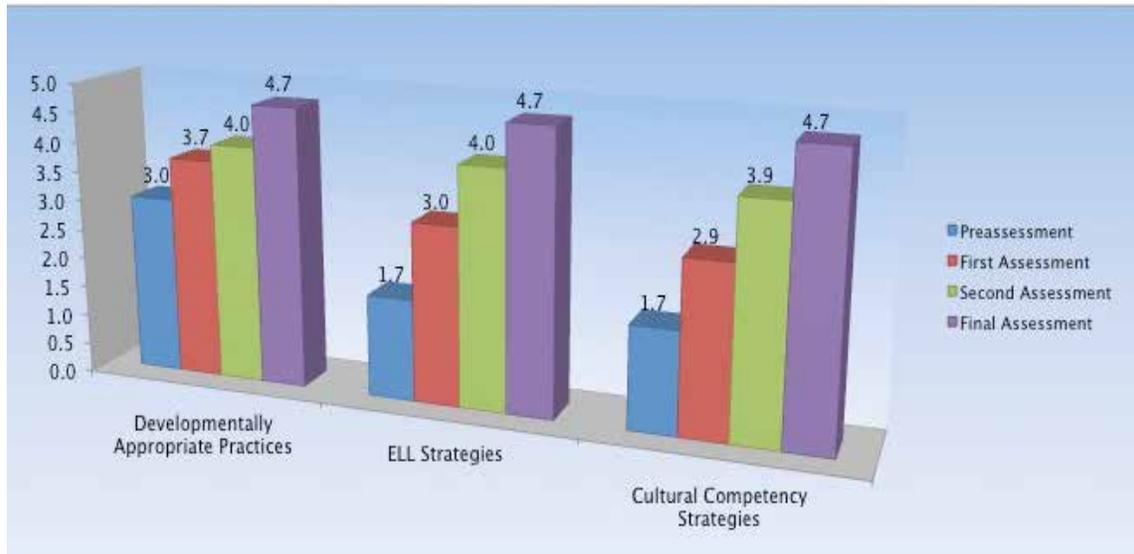


Figure 7: Overall Changes in Teacher's Rhythm and Temperament Using the Culture and Language 5-Point Assessment Scale

Overall Changes in Instructional Practices

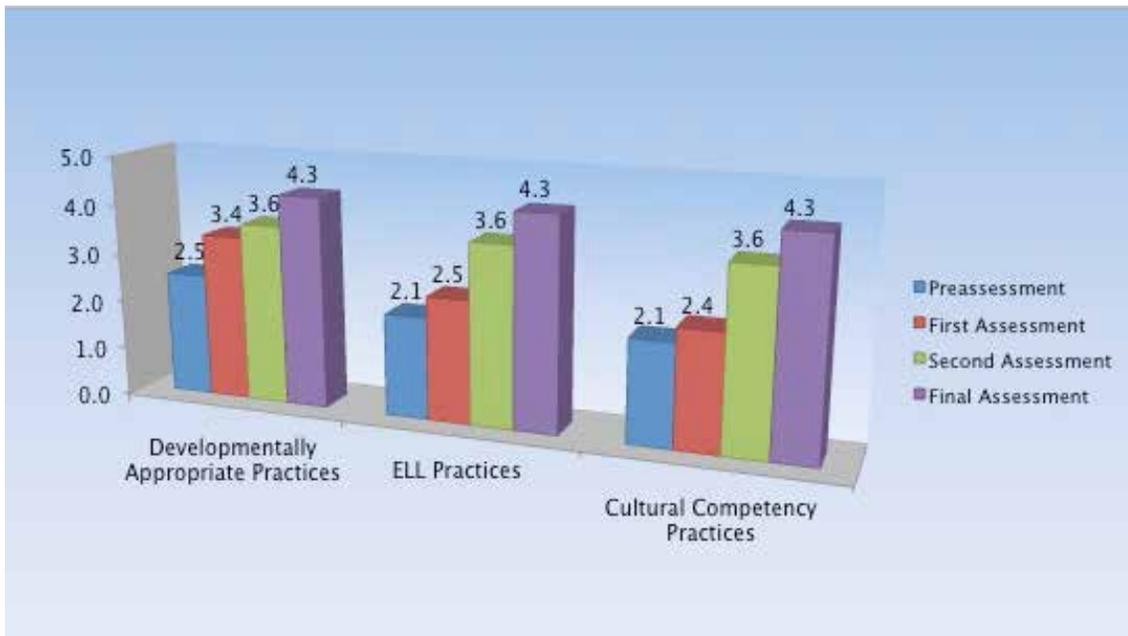


Figure 8: Overall Changes in Instructional Practices Using the Culture and Language 5-Point Assessment Scale

WORLD CHANGER CHILDREN:

The children in Sanchez's second grade class made their own family traditional soups, which included foods that they eat in their countries. They were able to draw pictures and write a recipe of what they thought was in their soups. Many foods from different cultures came up as children brainstormed and drew their pictures. Other students from the same countries related to each other as different foods were described.



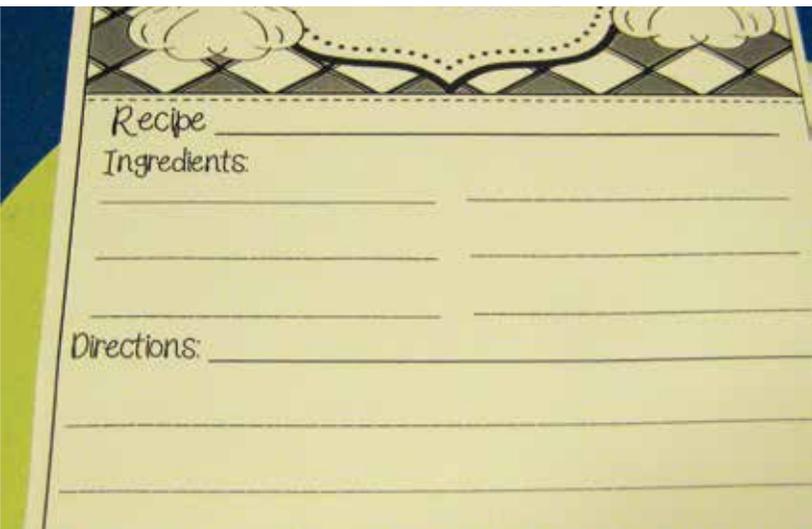
WORLD CHANGER TEACHERS IN ACTION:

Sanchez and Villanueva conducted two literacy moments for the stories Cactus Soup and Stone Soup with extension activities. The students enjoyed the use of props during the read alouds. Sanchez and Villanueva incorporated musical transitions into the daily routine. Sanchez translated the subject matter into Spanish and posted important cognates to stories that were read. Sanchez and Villanueva co-taught and used music to help students write about their favorite music. Sanchez and Villanueva made the classroom more culturally appropriate by adding family photos and flags from their countries.



WORLD CHANGER PARENTS:

In Sanchez's second grade classroom, students were asked to take a recipe card home so that the parents could share their own authentic recipe. Students were eager to bring in their recipes and share it with the class. All of the recipes were put together to make a recipe book and shared with all the parents. This was a wonderful way to encourage family conversations about culture and tradition.



**2017 Trenton Public School
ESL/Bilingual Program
Outstanding Teachers in
Establishing a Culturally
Responsive Classroom.**



Norma Villanueva

Zenaida Sanchez

SUCCESS STORY 2

FOURTH GRADE BILINGUAL CLASSROOM

MARTIN LUTHER KING JR. ELEMENTARY SCHOOL, TRENTON, NEW JERSEY

TEACHER

Anamaria Vergara

MENTOR

Ana I. Berdecia

If there was an award in our program for a literacy moment extraordinaire, Anamaria Vergara will be the recipient. Vergara is a fourth grade bilingual teacher with 20-plus years of experience with an Elementary K-8 certificate and a bilingual/bicultural teaching certificate. She is also tradition in the Montessori teaching tradition. The concept of authentic cultural literacy moments that extended across curriculum area is not an easy task to produce when you are first learning this concept, but she did it every time she taught and from month to month. Vergara love for multicultural literature and her creativity made each cultural literacy moment she produced better than the last. The teacher showed her commitment and dedication to finding rich literature that resonates with her students' cultures and world was astonishing.

“When I went to the Summer Institute, I did not know what to expect. I did not know it was going to change the way I use culture in my classroom. After the program, I stand amazed how the literacy moments changed the way I teach. It sparked interest in the students and allowed me to extend the learning across the curriculum to math using fractions, music and movement, geography and social studies. My classroom celebrated each students' cultures by the display of international flags and multicultural artifacts that represented each families. We became world changers in our exploration of diverse cultures around the world and the lessons each story imparted to the students.”

Vergara's thinking and instructional practices, as a result of the program, were transformed and expanded. Her thinking went from the Preparation stage in December 2016, to the Action stage in February 2017, and continued in the Action stage for the remainder of the program. Her score on the Stage of Change Scale that measures teacher's readiness to change increased by 1.0 point.



Anamaria Vergara



36 World Changers

Ana Maria Vergara

Overall Changes in Thinking

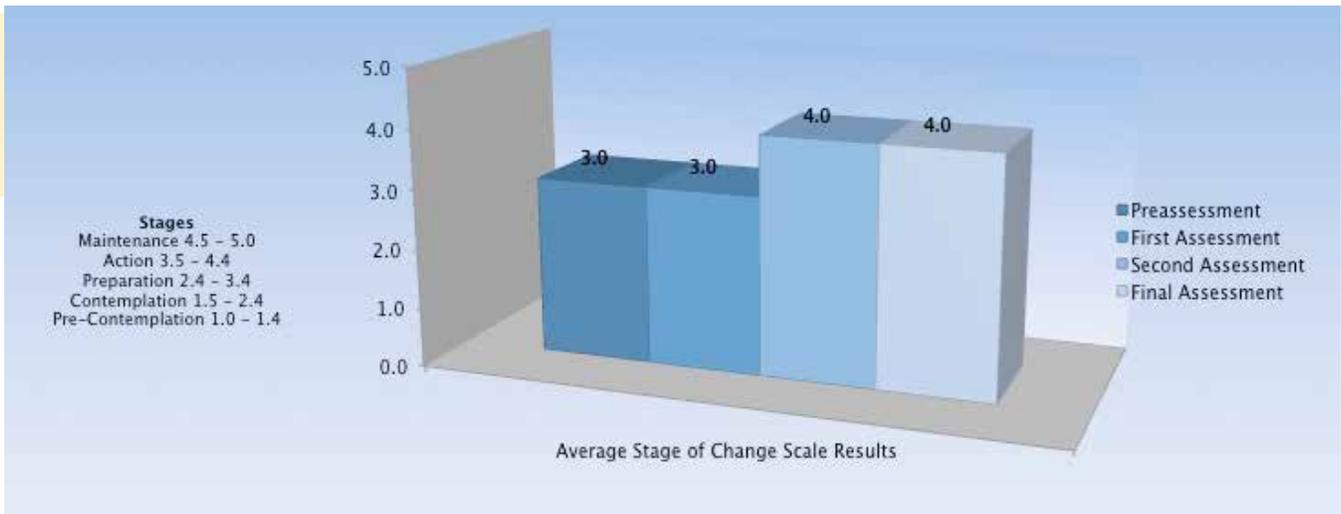


Figure 9: Overall Changes in Thinking Using the Stage of Change 5-Point Assessment Scale

The greatest improvement was observed in the domain of English language learners strategies. The mean score for ELL strategies increased by 2.0 points on the 5-point scale and 1.8 in culturally competency strategies between the preassessment and final assessment.

Overall Changes in Classroom Design

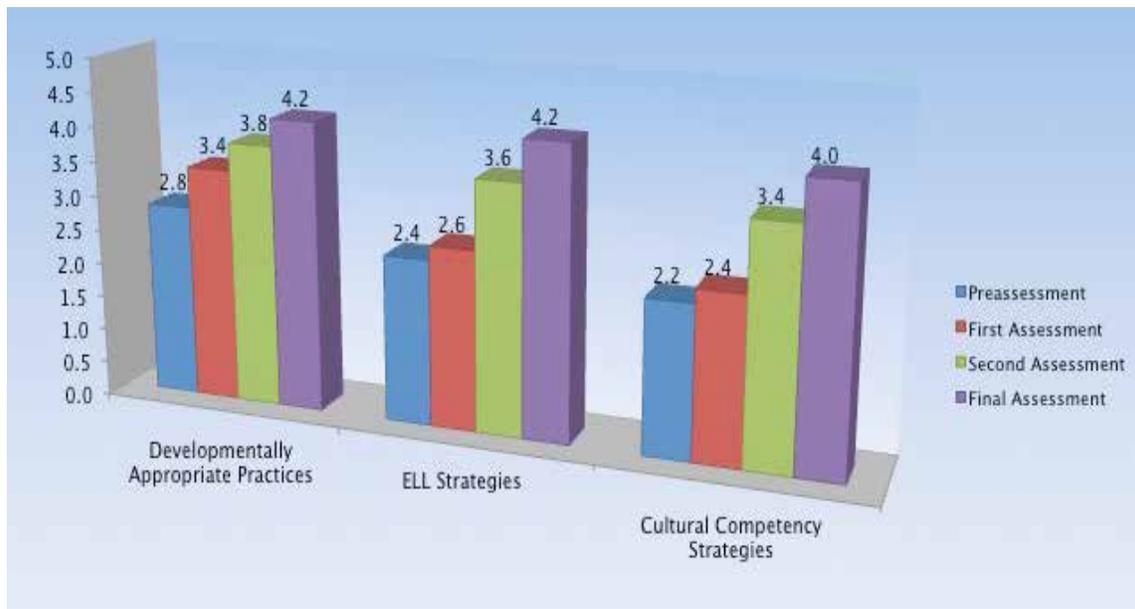


Figure 10: Overall Changes in Classroom Design Using the Culture and Language 5-Point Assessment Scale

When asked about the changes in her thinking after completing the program Vergara added:

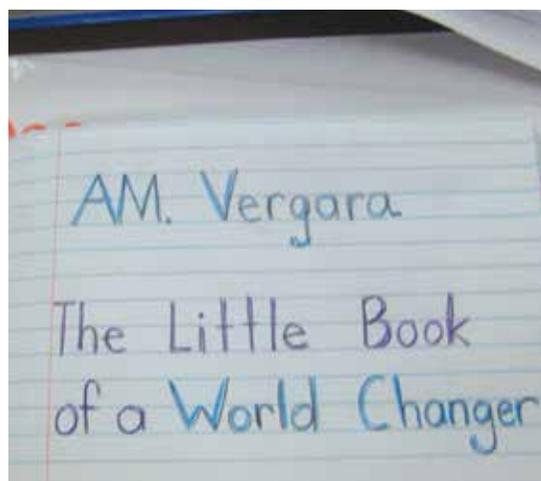
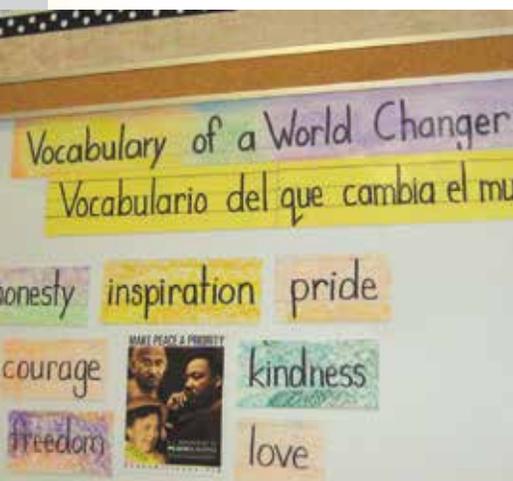
“We have journey into in-depth studies of different countries and we found ownership in our learning, which has stimulate significant conversations about global citizens across the globe and the students own cultures using rich literature and heroes. The students have found these characters relevant and inspiring.”

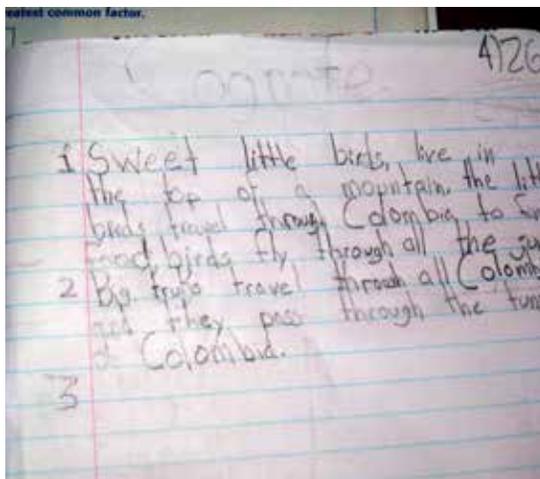
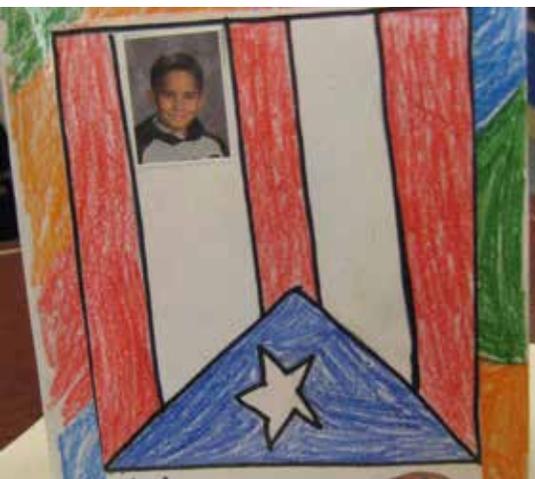


WORLD CHANGER CHILDREN:

The most impressive part of Vergara’s transformation was how the students began to provide her suggestions on cultural and linguistic strategies for their classroom. The students’ proposed ideas that Vergara could adopt and she wrote all their suggestions down in her notebook honoring their opinions and perspectives. She developed a genuine partnership with the students.

The learning environment has rich print throughout the walls in both English and Spanish. On the wipe board, there is sentence script that read, **“Vocabulary of a World Changer”** with powerful words such as honesty, pride, belief, yearning, betrayed, outcast, sensitivity, inspiration and courage. Vergara encouraged the students to write in their “World Changer Journals.” In addition, there was a large graphic organizer and brainstorming activities on “El Buen Amigo” (the Good Friend). Using post-it notes, the children defined ways they could be a good friend to one another. The concept of thinking and writing was modeled and practiced on a daily basis and supported first- and second-language acquisition.





When comparing the instructional strategy preassessment to final assessment results, the data demonstrates notable improvement in all three domains. The greatest improvement was observed in increasing the cultural competency strategies. The mean score for cultural competency instructional practices increased by 1.3 points on the 5-point scale between the preassessment and final assessment. A full analysis of the Vergara's progress in improving overall instructional strategies through each of the three domains is included in Figure 11 below.

Overall Changes in Teacher's Rhythm and Temperament

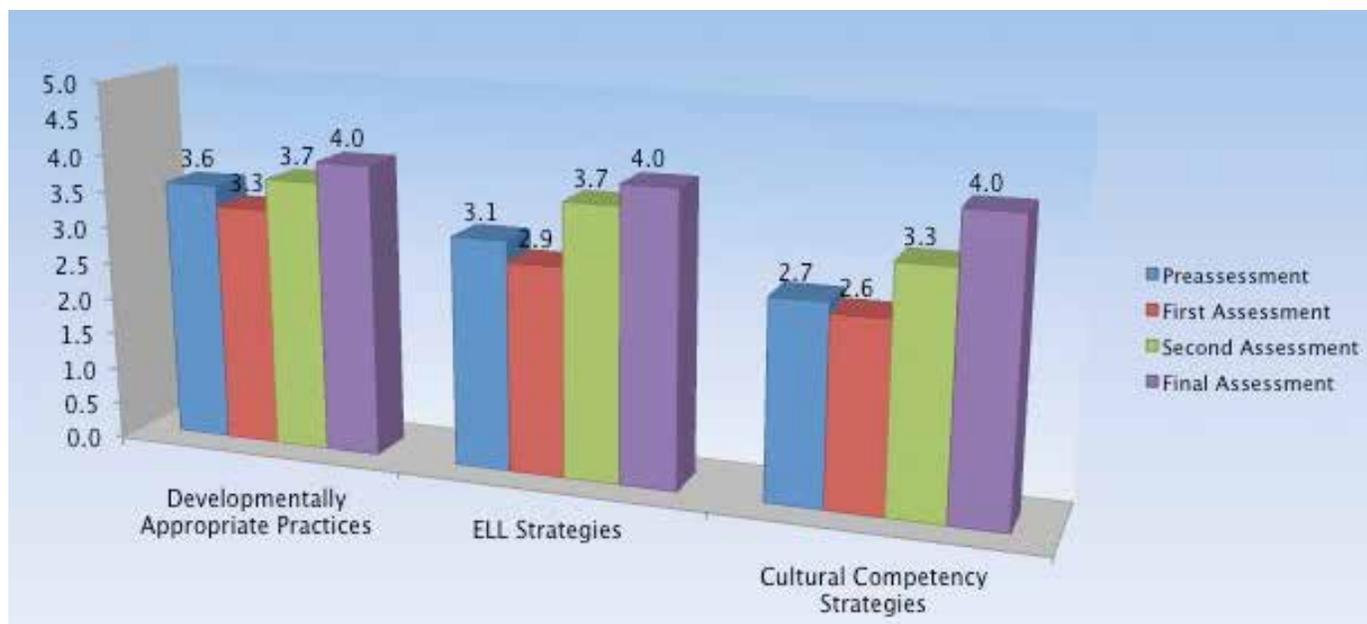


Figure 11: Overall Changes in Teacher's Rhythm and Temperament Using the Culture and Language 5-Point Assessment Scale

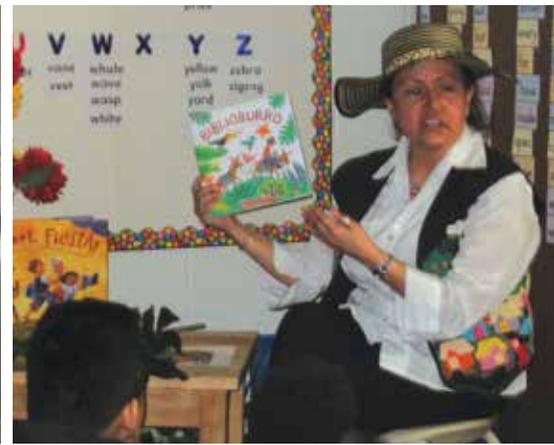
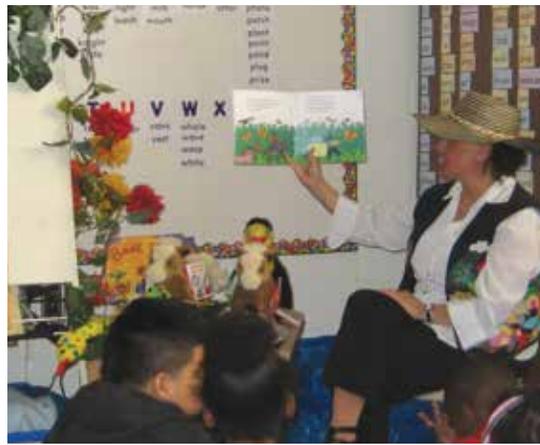
WORLD CHANGER TEACHER IN ACTION:

Vergara's fourth grade class explored more than 10 countries through literature and curriculum extension activities. Each story provided the students the opportunity to learn about the peers' culture and children from around the world. The lessons were extended in math, art, music and movement, writing, geography and social studies.

The cultural coach, Ana Berdecia frequently observed Vergara implementing cultural competency and ELL practices that created a cultural and linguistic responsive learning environment. Below are a few of the literacy moments that Vergara conducted in her classroom, where she beautifully portrayed the characters of the stories by adding props, visuals and gestures to double the message and increase comprehension, and expand concepts into other subject areas.

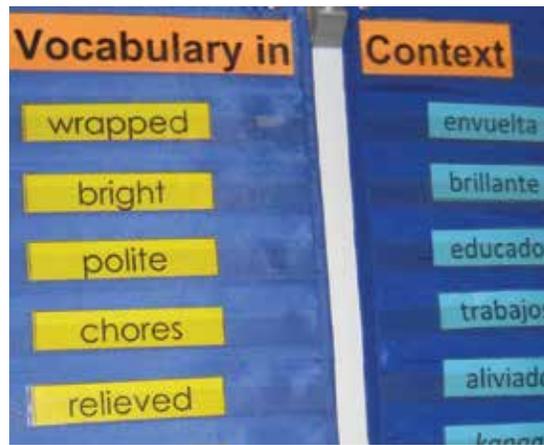
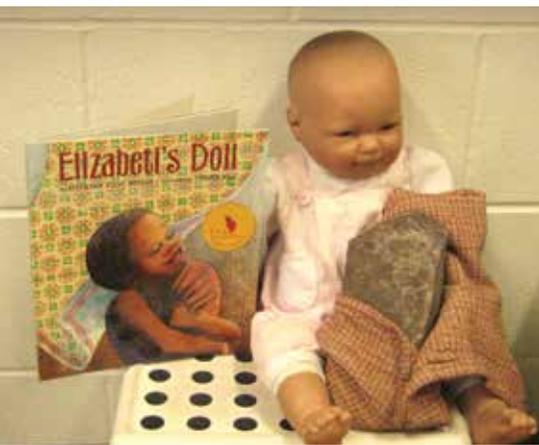
BIBLI BURRO LITERACY MOMENT (A TALE FROM COLUMBIA)

Vergara was dressed with a traditional Colombian hat and handmade vest that showed the artisan crafts of Columbia and in what regions the crafts were made. Vergara hung up an artisan map that showed the region and the products made by the merchants on an easel. Vocabulary words in both English and Spanish were also displayed on the easel and a prop box was next to her chair that she used while telling the story. She paused to review cognates found in the story. The story was the true story of Luis Soriano who loved books and who would distribute books to children in the jungle. Vergara read the story in English, but intentionally paused to discuss the story and ask open-ended questions in both English and Spanish. The students were divided into five groups: one group drew pictures about the story; another group came up with alternate ways to distributed books; two groups worked on the main ideas of the story; and other group made a list of cognates found in the story. Vergara worked with two groups side by side: One group was writing in English, and the other group was writing in Spanish. She modeled and facilitated the activities for each group. Once the small group session was completed, Vergara, transitioned the students back to the carpet, where she demonstrated Latin American dances and encouraged the students to dance with her.



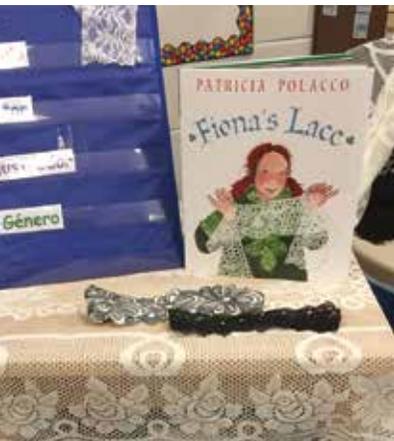
ELIZABETI'S DOLL LITERACY MOMENT (A TALE FROM TANZANIA)

Vergara played a “charades game” using the vocabulary words from the story of *Elizabethi's Doll* by Stephanie Steve-Bodeen. The author lived in Tanzania, Africa, as a Peace Corp volunteer. The story was about Elizabethi wanting a doll to care for like her mother care for her little brother. She found a rock and started imagining the rock was her baby, “Eva.” Vergara used props to tell the story: doll, a rock and a kanga (a colorful African fabric used as a woman’s accessory and/or baby carrier). Vergara modeled how the mother carried her baby on her back. After the story, the student held the rock in a piece of fabric like Elizabethi did. A writing assignment followed where the students had to: 1) compare the doll to the rock; 2) write the sequence of events; and 3) write his/her favorite part of the story. The program evidence speaks for itself that Vergara took full advantage of the strategies learned in the Summer Learning Institute and the mentoring component of the program. She produced literacy moments that connected with the students and gave them global perspectives using heroes.



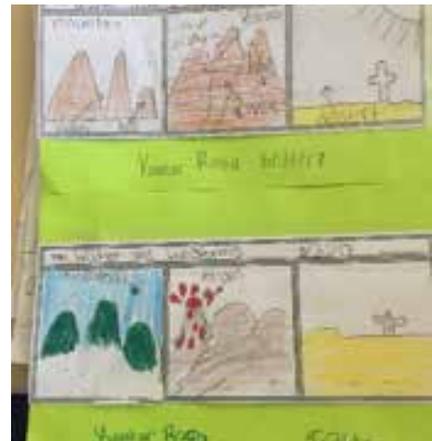
FIONA'S LACE LITERACY MOMENT (A TALE FROM IRELAND)

Vergara demonstrated her understanding of doubling the message by adding props, gestures and visuals to the “Fiona’s Lace” literacy moment. She used vocal variety and an Irish accent to give the story an authentic feel. Paper doilies were also used to reinforce facts about fractions.



UP AND DOWN THE ANDES LITERACY MOMENT (A PERUVIAN TALE)

Vergara read the story, “Up and Down the Andes” (Sube y Baja por los Andes) by Laurie Krebs. The rhyming text takes the readers from the Lake Titicaca all the way to the City of Cusco for the Inti Raymi Festival (the Peruvian New Year). Each character’s hometown and mode of transportation was displayed on a bilingual chart. Each character brought to the festival a cultural item that was also shown on the chart. Vergara led the students in some music and movement with Peruvian music like an eagle (Condór). She compared the Peruvian eagle to the Native American eagle. The movement involved spreading your arms out like an eagle and gliding like an eagle to the music. She also showed a video of Leo Rojas, flutist, who played the largest Peruvian flute in the world. This literacy moment showed all the strategies and practices that the New Jersey Cultural Competency and English Language Learners Summer Institute and Mentoring Program impact to this 2016-2017 cohort from Trenton Public Schools.



Vergara has made steady strives to increase the cultural and linguistic strategies and practices in her fourth grade bilingual classroom. She has transformed the walls to represent the diversity of her students and has added cultural artifacts from the children’s country of origin. Several times, she utilized music and movement to reinforce the lessons and give the students brain breaks. “Ms. Vergara commands of both English and Spanish is outstanding and her bilingual lessons were a joy to observed” said Ana Berdecia, mentor. When comparing the instructional strategy preassessment to final assessment results, the data demonstrates notable improvement in all three domains. The greatest improvement was observed in increasing the incorporation of ELL and cultural competency strategies. The mean score for cultural competency instructional practices increased by 2.0 points and for ELL practices the mean score increased by .9 points on the 5-point scale between the preassessment and final assessment. A full analysis of the Vergara’s progress in improving overall instructional strategies through each of the three domains is included in Figure 12 on Page 43.

Overall Changes in Instructional Practices

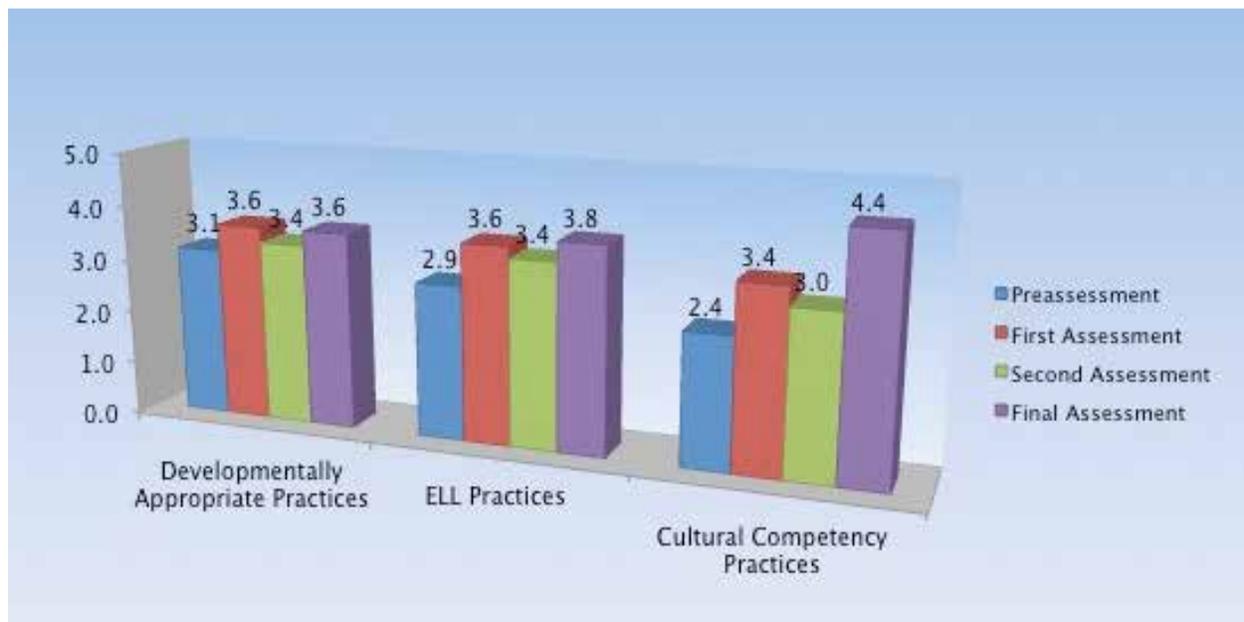


Figure 12: Overall Changes in Instructional Practices Using the Culture and Language 5-Point Assessment Scale

PROGRAM STRATEGIES ADOPTED:

- > Use of rich Spanish and English print for directions and content.
- > Added visuals, props and gestures to double the message and increase comprehension.
- > Used open-ended questions to stimulate thinking and discussion in two languages.
- > Extended and expanded learning across curriculum areas to include science, math, reading, writing, art and music and movement.
- > Utilized themes for an entire week to layer learning and concepts.
- > Created cultural literacy moments that connected to the students' cultures and language.
- > Used multicultural books and heroes to give students global perspectives.
- > Small group instruction utilized based on students' language proficiency levels.

SUCCESS STORY 3

THIRD GRADE DUAL LANGUAGE CLASSROOM

GRANT ELEMENTARY SCHOOL, TRENTON, NEW JERSEY

TEACHERS

Luz Rios

MENTOR

Liliana Attar

This year's cohort included teachers who are working in dual language classrooms in which require the students to participate in the Spanish World (Spanish as the primary language of instruction) and in the English World (English as the primary language of instruction) for one week before switching between the two worlds. One of our most successful dual language teachers in this year cohort was Luz Rios, third grade dual language teacher at Grant Elementary School. Rios has 21-plus years of experience as an educator and holds an Elementary K-8 certificate as well as a bilingual/bicultural certificate.

“When I went to the Summer Institute, I was expecting to learn strategies for bringing an awareness of diverse cultures into my dual language classroom. What I gained, was a deeper understanding of the need to intentionally validate and respect the specific cultures represented in my classroom. I saw firsthand an awakening of pride and self-awareness in the richness of their cultures”.

These comments surely reflect the transformational change seen in Rios' thinking and instructional practices as a result of the program's Three-Day Institute as well as in the course of the mentoring/coaching process. Rios' thinking went from the Preparation stage in December 2016, to the Action stage in February 2017, to the Maintenance stage in the final two months of the program from April/May 2017. Her score on the Stage of Change Scale that measures teacher's readiness to change increased by 1.6 points.



Overall Changes in Thinking

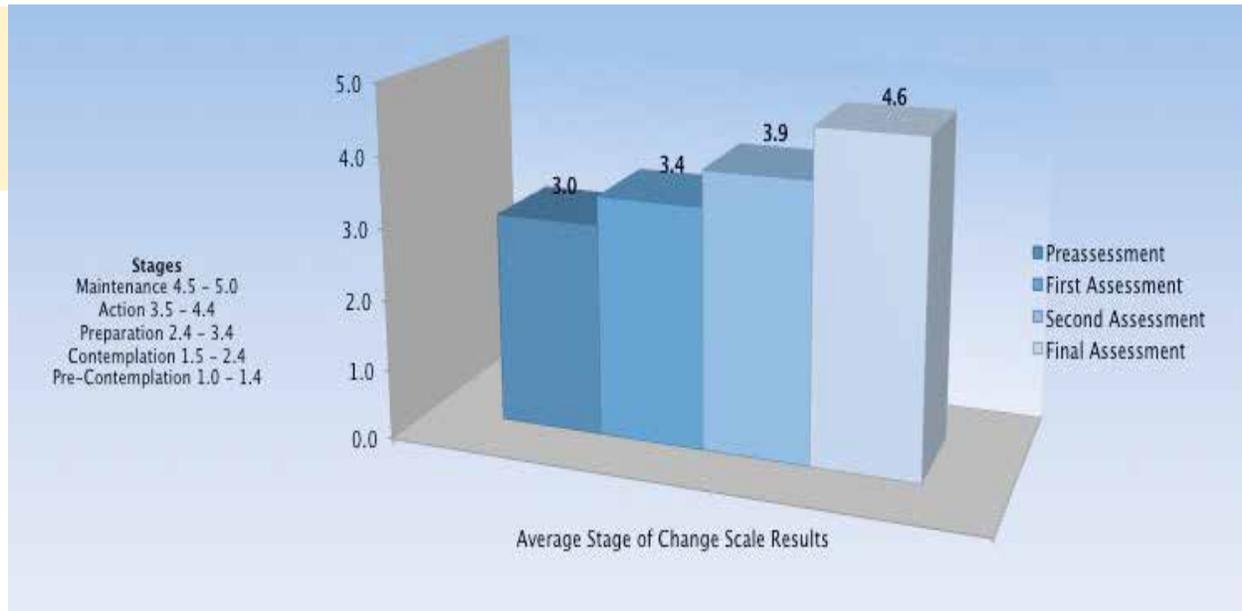


Figure 13: Overall Changes in Thinking Using the Stage of Change 5-Point Assessment Scale

When asked about the changes in her thinking after completing the program, Rios added:

“Having taught English language learners for 20-plus years, I have taken culture for granted in my classroom. Since I shared similar cultural nuances with my students, a natural appreciation and acknowledgment of culture was always present. The students I taught years ago were largely newcomers to this country, and so they knew where they came from and were closely tied to their culture. During my time with NJCCEL, I became aware of the fact that the students I teach today are mostly born here [in the United States] and are losing their cultural identity. When asked where they are from, they respond ‘from here.’ What I learned in my time with the NJCCEL is that the true appreciation and validation of cultures present in the classroom requires an intentional, well thought out and seamless infusion of elements of these cultures into the daily routines and instruction. I came to the realization that what had been occurring in my classroom all those years was simply not enough.”

WORLD CHANGER CHILDREN:

The most impressive project that Rios produced with her students was the creation of authentic “Cinderella Stories” portrayed in students’ own native lands. The children went home to have discussions with their families about the typical food, animals, customs and celebrations from their native countries to use in their stories. Since most of the children were born in the U.S., they knew very little about their culture.

An illustration of this disconnect with culture was with one of the boys who joined the Mexican author team to write that version of Cinderella; the next day he came back to tell Rios that he had to change groups, because his mom told him he was from Honduras, not Mexico. Rios was glad the project prompted his mom to talk about their culture with him. Another student, whose father is from Jamaica, also had an awakening to her culture. When Rios began in this program, the first thing that was suggested was to have the flags from each country represented in the classroom. She presented each flag to the class, explaining what country it represented. When she presented Jamaica’s flag, this particular girl jumped up and exclaimed “oh... that’s why my dad has that all

over his car!” The pride she developed in her culture, in such a short time was impressive. One of the African American students wanted so badly to have an “exotic” culture, she went home and asked her family if they came from another country. She was thrilled to discover that her grandmother is from Liberia, Africa. This project became much more than an event — it became a journey of self-discovery for all the children. It also gave them a newfound appreciation and pride in the beauty of their unique culture. Below are photos of the student’s cover design, the cultural display and reading their stories to parents and guests.



CINDERELLA TALES FROM AROUND THE WORLD FROM THIRD GRADER AUTHORS ONCE UPON A TIME...

LIBERIAN TALE WRITTEN BY ALANA JACKSON - “Long, long, ago in a town in Liberia a woman and a man named Tee and Nate lived with their daughter named Eallina. She was kind and sweet. Eallina’s mom died and Nate married a woman with two mean daughters who treated Eallina bad every time Nate was not looking. Then, one day it was New Year’s day where everybody dances all day. Her stepsisters ripped her dress. Then a little Harland’s duck came and sang with her and suddenly a beautiful dress appeared. The Prince found Eallina and he asked her to married him and she became the Queen.”

ECUADORAN TALE WRITTEN BY RANDY SUCUZHANAY - “Once their lived a girl named Sophia who was very beautiful and friendly. She lived with her crazy step dad that was always mad. They lived in a poor part of Ecuador. Her only friend was her pet chicken, Fernanda. Sophia wanted to go the Founder’s Celebration day in July. Sophia opened the first egg and it was a dress and she opened the second egg and it was a mask so no one would

recognize her. She then opened the third egg it was a carriage. Then she went to the Founder’s Day Celebration and met the President’ son. They danced and swam in the Galpagos River. After she ran home, the President son went looking for her and wanted to married her. She said, yes, and they lived happily ever after.”

TRENTON TALE WRITTEN BY MESSIAH BROOKS, ZE’ONNA DAVIS AND JEH’ZERE GREEN - “In Trenton in the old times, there lived a boy named Cinder. He lived with his two sisters and parents who were very nice and kind. Cinder’s parents both died of a heart attack. The siblings hopped on a bus in search of a new parents. On the other side of the town, they found a family living in an old brick mansion but the family didn’t want any more kids. Cinder started to cry and a robin flies down on his shoulder and Cinder makes a wish. I wish to live in a mansion. The little robin flapped its’ wings and the bus turned into a mansion with a beautiful princess inside. The princess invites them inside and they fall in love. They threw a big wedding celebration and Cinder and the beautiful princess, Jessie, got married and had beautiful kids. And they all lived happily ever after.”

PUERTO RICAN TALE WRITTEN BY ALEICHALYS MONGE, JAYDIALEES NIEVES AND YARITZA RODRIGUEZ - “Once in Ponce a small town in Puerto Rico, there was a little girl named Shanie who was good and not mean to her family. Her mom was a lazy woman who made her do all the work at home. The problem was that her mom did not let her go to the paranda (a community sing-aloud party) because she needed to do the chores. She spent all night sewing a costume for the paranda and her mom said no. She ran to the back yard crying and heard a soft Coqui, Coqui (small tree frog) sitting on the fence. He asked her what was wrong and said he would help. Every time the little frog said Coqui, Coqui a beautiful costume appeared, then a blue mask, then a long white limousine to take her to the paranda. At the paranda she met a handsome prince. They danced Salsa and Bachata all night long. They fell in love, got married, and lived happily ever after.”

Overall Changes in Classroom Design

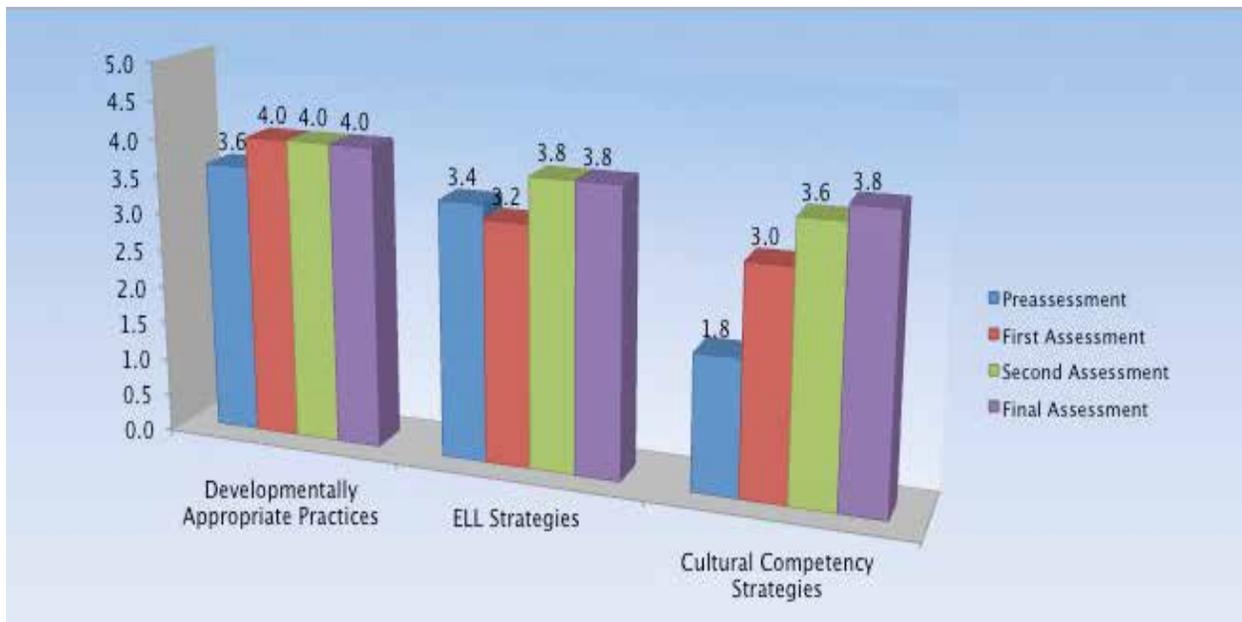


Figure 14: Overall Changes in Classroom Design Using the Culture and Language 5-Point Assessment Scale



Overall Changes in Teacher's Rhythm and Temperament

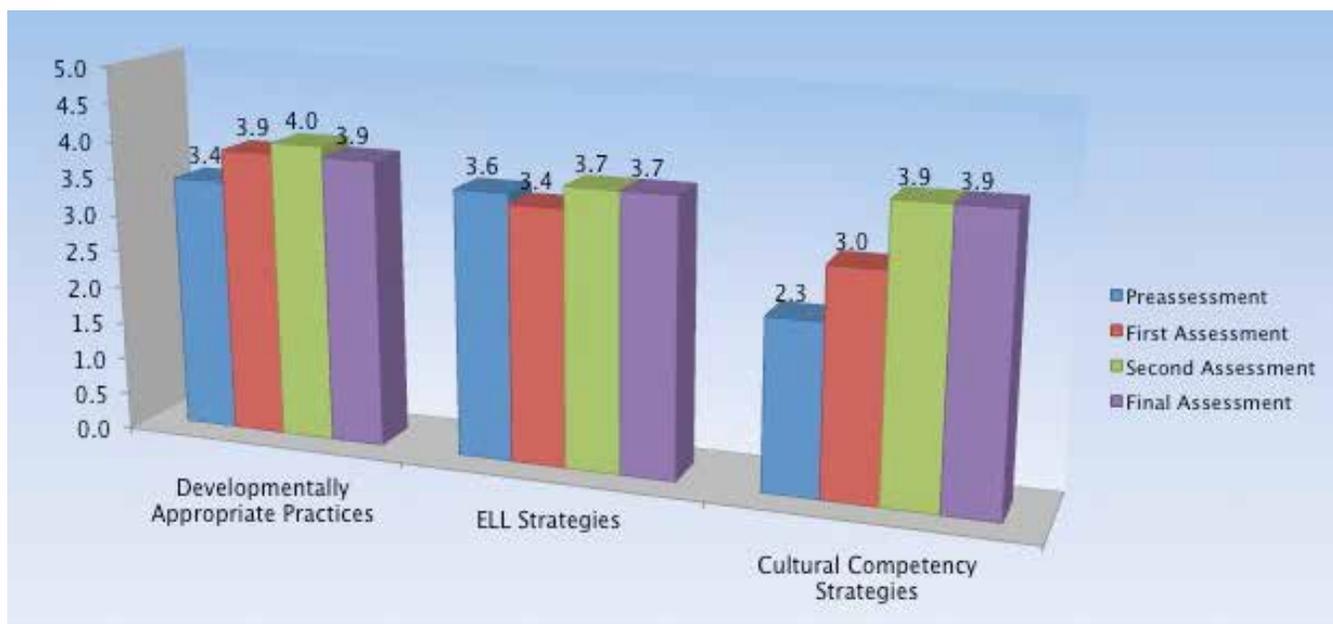
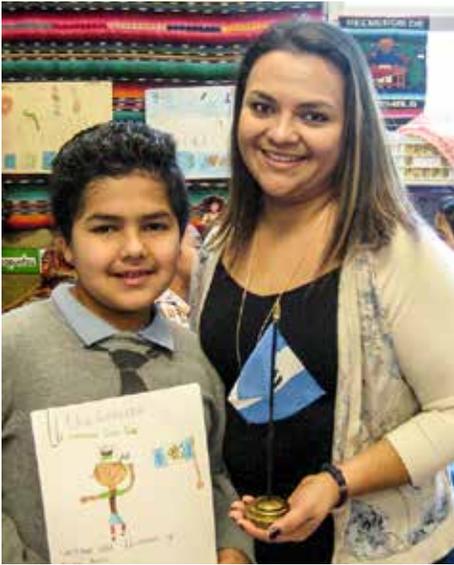


Figure 15: Overall Changes in Teacher's Rhythm and Temperament Using the Culture and Language 5-Point Assessment Scale

WORLD CHANGER PARENTS:

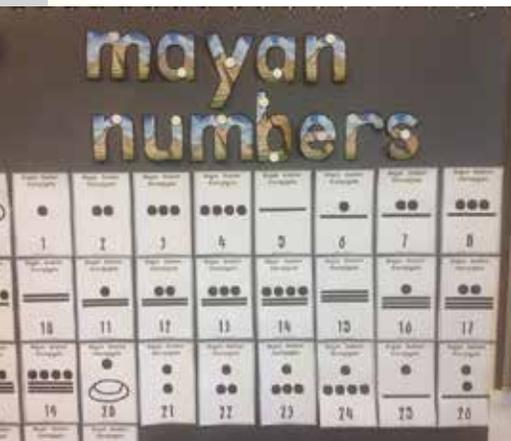
The Cultural Cinderella Project gave the parents the chance to talk to and, in some cases, introduce their children to their own culture. They sent in beautiful artifacts representing their culture to display in the classroom during the children's book signing event. The look on the parents' faces when they saw their cultural treasures prominently displayed for all to see and appreciate was priceless. In a time when the cultural climate in our nation is "frosty" toward certain groups, it was validating to parents to see their culture valued and celebrated in the school. They came to the book signing and were filled with pride to see other community stakeholders (teachers, other classes, administration and the Thomas Edison State University Program team, to name a few) show interest and appreciation for their children's books; even purchasing copies of the books. The mean score for cultural competency teacher rhythm and temperament domain increased by 1.6 points on the 5-point scale between the preassessment and final assessment.



WORLD CHANGER TEACHER IN ACTION: RAINBOW WEAVER (MAYAN PRACTICES) LITERACY MOMENT

The cultural coach, Liliana Attar, frequently observed Rios implementing cultural competency and ELL practices that creating a cultural and linguistic responsive learning environment for her diverse third graders. Cultural artifacts were displayed on the walls of the classroom that celebrated the diversity of the students enrolled and were utilized for cultural storytelling that connect, valued and raised the students' self-esteem and cultural identities. The cultural literacy moments conducted allowed the students to examine cultures across the globe and cultures that represented their classmates. For example: The Bossy Gallito from Cuba and Rainbow Weaver illustrated Mayan practices found in Guatemala, Mexico, Honduras and El Salvador were utilized in cultural lessons. Rios also used the traditional tale, Why Dogs Chase Cats (a pourquois tale), these types of stories have no author, but have been known to be passed down orally for generations.

The program evidence speaks for itself, that Rios took full advantage of the strategies learned and the mentoring component of the program. "The mentoring/coaching experience was invaluable. Liliana was very knowledgeable, accessible and willing to be a hands-on support for me. I learned a great deal by watching her in action, and following her guidance. The quarterly teleconferences offered throughout the year were also very helpful to me, allowing me to learn from the experiences of the other participants."



When comparing the instructional strategy preassessment to final assessment results, the data demonstrates notable improvement in all three domains. The greatest improvement was observed in increasing the incorporation of ELL and cultural competency strategies. The mean score for cultural competency instructional practices increased by 2.0 points on the 5-point scale between the preassessment and final assessment. Moreover, the mean score for ELL practices increased by .7 points on the 5-point scale. A full analysis of the Rios' progress in improving overall instructional strategies through each of the three domains is included in Figure 16 on Page 51.

Overall Changes in Instructional Practices

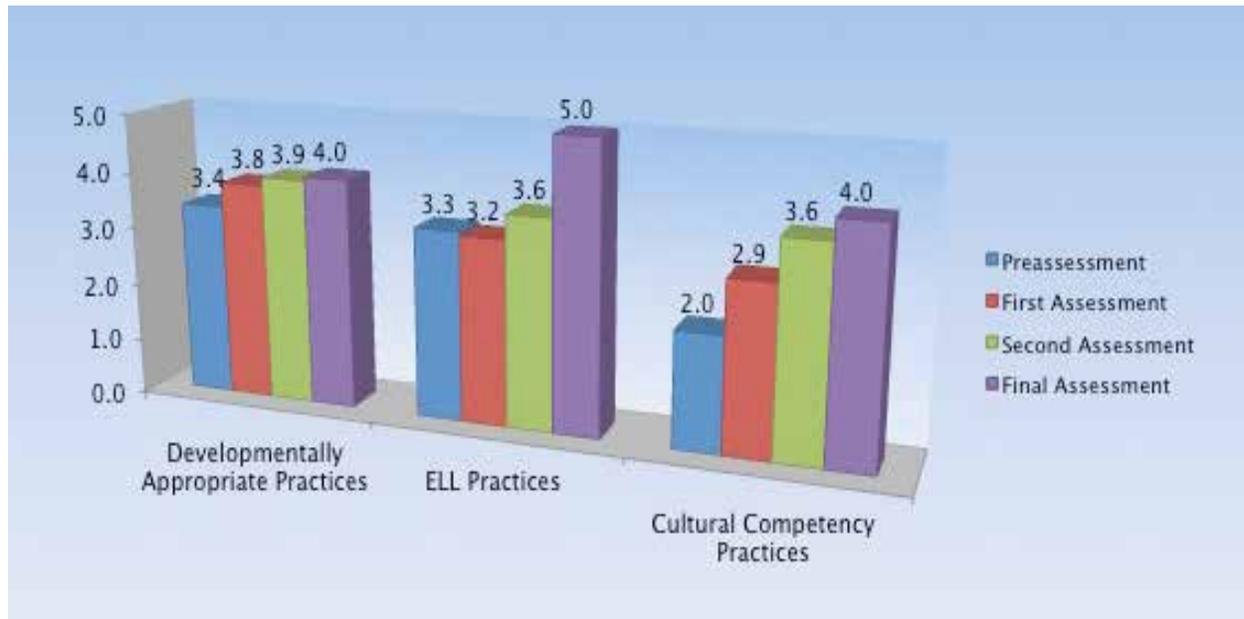


Figure 16: Overall Changes in Instructional Practices Using the Culture and Language 5-Point Assessment Scale

PROGRAM STRATEGIES ADOPTED:

- > Use of rich Spanish print for directions and content.
- > Added visuals, props and gestures to double the message and increase comprehension.
- > Used open-ended questions to stimulate thinking and discussion in the Spanish language.
- > Extended and expanded learning across curriculum areas to include science, math, reading, writing and the arts.
- > Utilized themes for an entire week to layer learning and concepts.
- > Created cultural literacy moments that connected to the students' cultures and language.
- > Small group instruction utilized based on students' language proficiency levels.
- > Parents encouraged to contribute to the student's cultural knowledge fund and to support literacy activities.

WORLD CHANGERS CHILDREN: (STUDENTS)

Six hundred and ninety-seven students were the beneficiaries of the cultural and linguistic practices imparted to the teachers in this year's cohort. These students represented 20 different countries and 10 home languages:

STUDENT'S COUNTRIES OF ORIGIN

- > Burma
- > Costa Rica
- > Columbia
- > Dominican Republic
- > El Salvador
- > Ecuador
- > Guatemala
- > Honduras
- > Italy
- > Ireland
- > Korea
- > Jamaica
- > Haiti
- > Liberia
- > Mexico
- > Nicaragua
- > Peru
- > Puerto Rico
- > Thailand
- > Trinidad/Tobago
- > Spain

STUDENTS' HOME LANGUAGES

- > Arabic
- > Burmese
- > Creole
- > English
- > Hausa
- > Korean
- > Patois
- > Spanish
- > Thai
- > Twi

In daily interactions with peers and adults, children receive messages about which characteristics are valued and encouraged in a particular context and situation and which are not. Even if teachers are not aware of their own preconceived ideas and biases, they can reflect them when they relate to the students in their classrooms. For example, a teacher who pays less attention to a child who is speaking a language other than English or does not use literature that reflect the diversity of the children enrolled in their classroom, is sending the messages that the students' home languages and cultures are not valued. As a consequence, these ideas and biases may negatively influence our relationship with particular families and, moreover, have a negative impact on students' cultural identity and self-esteem (Berdecia & Kosec (2011); Castro, Ayankoya, & Kasprzak, 2011). As author, and educator, Parker J. Palmer states in his book, *The Courage to Teach*.

“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 students, 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 my 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 subject 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 shadow of my own unexamined life—and when I cannot see them clearly, I cannot teach them well.”

Palmer's quote accurately captures the intention of our program, which is to equip teachers see the beauty and value in each of their student, and take what students bring to the classroom to build students' confidence as well as their academic success. Culturally responsive classrooms and educators have the power to nurture a student's self-concept

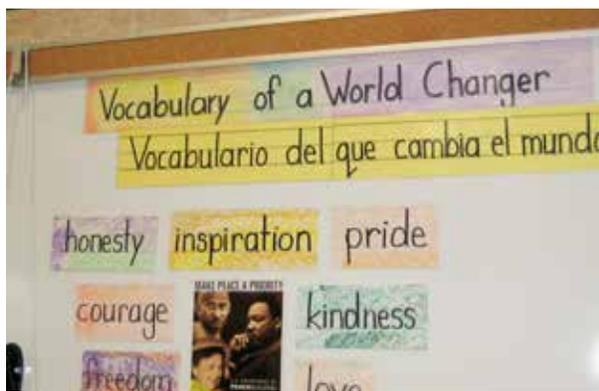
and self-esteem as well as provide the students with the confidence to explore the world and the culture of school. Building this confidence is essential, especially for students whose home languages are different from their peers. Teachers have to shift their thinking to believe that culture and language are assets from development, rather than a deficit for learning (Berdecia & Kosec, 2010). Research affirms that children who perceive their learning environment and instruction as affirming their cultural heritage are more likely to become engaged in learning (Ferdman, 1990). Dr. Sharroky Hollie, author of *Culturally and Linguistically Responsive Pedagogy*, developed a framework called VABB..ing: Validate, Affirm, Build and Bridge. Hollie's framework allows students to feel acceptance and confidence to become world changer children.

The teachers of this year's cohort genuinely examined their personal and teaching blind spots. They allowed their students to demonstrate who they really are as cultural people (validate and affirm); and valued the experiences that each family brought to the school and the learning experience. The teachers scaffold the students in their academic subject matters utilized home cultures and home language as a springboard for curricula (build and bridge). A culturally responsive classroom sends a powerful message to children (students) and families that their home languages and cultures are not only accepted, but viewed as an asset for learning. All children, regardless of their background can benefit from multicultural education (National Association for Multicultural Education, 2006; Castro, Ayankoya, & Kasprzak, 2011).

We have seen numerous evidence of what can occur within the mind of students and educators when permission is granted to use their cultural identity as a springboard for learning across domains and subject areas. Becoming culturally responsive is both an art and a science. Author and educator, Pat Mora summarizes this well when she said, "Literature can be put to work as an art form that moves readers to hear a human voice, and thus to experience the doubts, fears, and joys of a person who may not look or sound at all like us." Our program has a strong cultural literacy component for this very reason. Below are seven powerful anecdotal evidence of the value of this Program and its impact to the students of Trenton Public Schools.



EVIDENCE #1 Students had the opportunity to identify, learn and use the World Changer Vocabulary. They were encouraged to use these powerful words with peers and teachers during daily interaction and in writing assignments. In addition, they read and wrote about past and present heroes that are making a difference in the world. Each student had A Little Book of World Changer to use as a journal to write their power words and thoughts.



EVIDENCE #2: Students were encouraged to Write Their Own Immigration Stories. Immigration is the movement of people from one country to another and historically immigrants have faced numerous challenges when settling into a new country. The immigration story first started out as a written assignment. Then, the student had the opportunity to share their stories with their classmates during a morning meeting. The stories were so heartfelt and emotional that the mentor left the room in tears after hearing the children's stories of overcoming insurmountable odds and the human spirit to persevere to assure a better future.



EVIDENCE #3: Students studied **CINDERELLA STORIES** from around the world. Through literature, they traveled to distant lands and read versions of the story from different cultural perspectives. They soon discovered that a Cinderella Story from their own country did not exist. The teacher created a writing assignment for students to write original Cinderella stories set in their own countries of origin using familiar cultural nuances gathered by interviewing their own parents. An event to celebrate the stories and cultures was planned. Parents came to hear their children read their Cinderella Stories and purchased a copy of the story for \$1 at their school. Each story was signed by the authors and had the student's biography.

EVIDENCE #4: Third graders were engaged in a Discussion on Biases and Racism. The students viewed a video of an experiment with children preferring a white doll over a black doll. The researcher asked questions such as: Which doll do you like? Which doll is good and which doll is bad? The students on the video overwhelmingly preferred the white doll and stated the black doll was bad. Then, the teacher invited the students to come up with their own questions to ask the children and evaluate the questions the researcher asked. The students each



wrote five alternate questions, and shared them with their classmates. Then, the students were asked, “Were these questions that were asked to the children fair?” One student responded, “No, because the children felt bad about stating the black doll was bad. Another student stated, “Yes, it a fair question, because if we don’t talk about racism who will talk about this topic.” The children also a talked about the value of being bilingual and bicultural.

EVIDENCE #5: The high school students created **ALL ABOUT ME** posters that described who they are as cultural people. The students were glowing with pride to share their cultural values and traditions found in their families. The implementation of **CULTURAL FRIDAYS** allowed one culture to be showcase and studied. Parents contributed cultural snacks and facts about their cultures to the students for the weekly celebration. This was a part of the Spanish class for Spanish speakers.



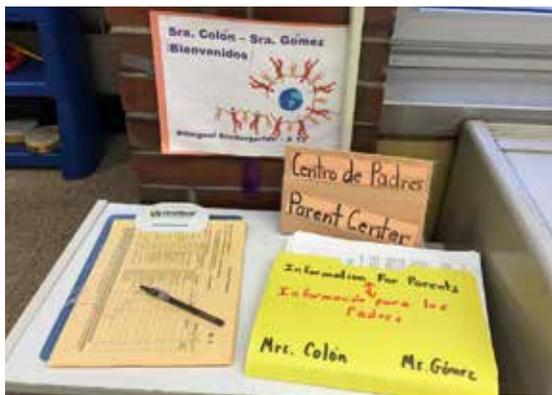
EVIDENCE #6: Every month children received the opportunity to learn about various cultures and celebrated diversity. Artifacts depicting different cultural groups were the centerpiece of many classrooms. Students were able to learn about the world and the cultures of their classmates.

EVIDENCE #7: Weekly the students have access to iPads that sharpen their language and mathematic skills with programs such as Imagine Learning “en Español” and Reflex Math. Most of the classroom had iPads but not one for each student. Through a \$5,000 grant provided by the James Kerney Foundation the program gifted 10 iPads to two kindergarten classrooms and a third grade classroom.



WORLD CHANGERS PARENTS

If our Program had an outstanding parent engagement award, the recipients of this award would be **Irene Colon and Elizabeth Gomez** from Woodrow Wilson Elementary School. This bilingual kindergarten duo provided monthly engagement events for parents to come into their classroom as volunteers to read to the students, provide cultural information about their home cultures, and provide cultural artifacts and snacks for the numerous events. The relationships the teachers established with the parents open the dialogue about the important of sharing culture and allowing parents to be partners in learning with the teachers and students.



"I have attended professional development in the past which are often rushed and there are no follow-up. To my amazement, the program exceeded my expectations with its follow-up and support. Ms. Gomez and I were blessed to have an excellent coach/mentor, Kamili Leath. Her experience in the educational field as well as her ideas and support were greatly appreciated. Mrs. Leath's enthusiasm as she entered the room was felt by the teaching staff, students and parents" stated Irene Colon, lead teacher. The parents below came to Ms. Colon's and Mrs. Gomez's classroom to share their home cultures through artifacts and literature.



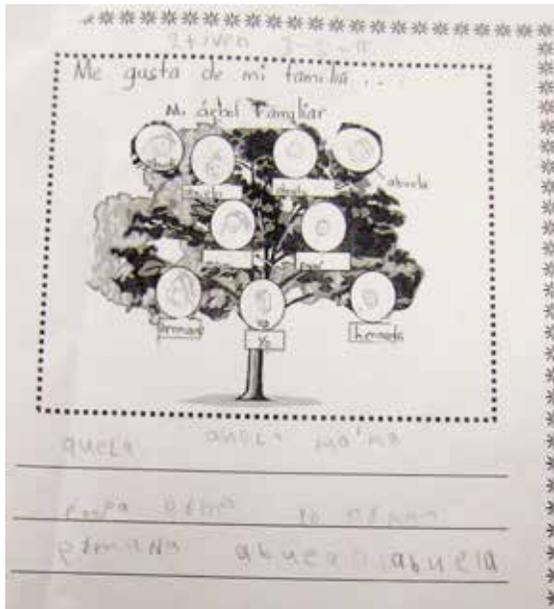
CULTURAL GALLERIES filled with multicultural artifacts were displayed in corners and specific areas in the twelve classrooms in this year mentoring program. Parents were so willing to let teachers borrow items of such great value to help their children feel pride in their culture identity and help their peers understand their countries of origin and cultures.



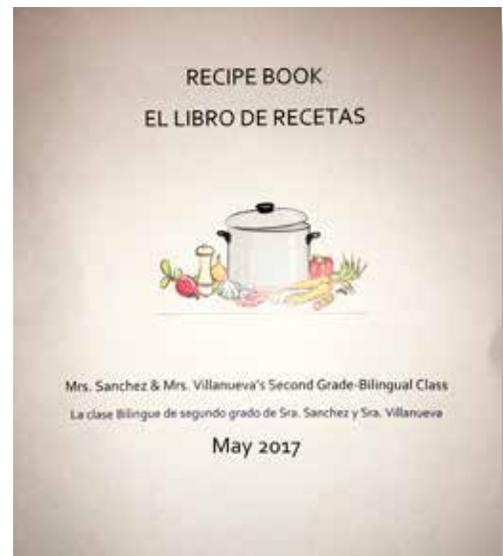
MRS. CRUZ'S THIRD GRADE BILINGUAL CLASSROOM- Parents and students created representation of houses founded in their countries of origin. This project was a take home assignment that again allowed parents to share their cultures with their children and create opportunity for positive parent-child interaction.



In **MRS. GARCIA'S DUAL LANGUAGE KINDERGARTEN**, the parents and the children had a home assignment to create a family tree and write about what they like about their family. Each child's family tree was proudly displayed in the on the class' bulletin board.



In **MRS. SANCHEZ'S AND MRS. VILLANUEVA'S SECOND GRADE BILINGUAL CLASSROOM**, the students interviewed their parents about their favorite soups and wrote their soup recipe to share the class. All the recipes were compiled into a Bilingual Recipe Book. Each recipe started with the statement: This is a recipe is from Christian's Family with the name of the soup.





WORLD CHANGERS SCHOOL LEADERS

2017 CULTURAL CONVERSATIONS LEADERSHIP INSTITUTE

A two-part **Dinner-N-Dialogue: Cultural Conversations Leadership Institute** was held on May 15, 2017 and June 15, 2017 and was attended by 31 leaders from Trenton and Carteret Public Schools including superintendents, principals, supervisors from various departments and school board members. The agenda include an overview of the program, cultural competency skills, English language learners supports and the art of coaching for transformational change. The Leadership Institute allowed candid and transparent conversations about race, equity and the culture of the districts in addressing the needs of English language learners and diverse families. **A few leaders' comments about the value of the Leadership Institute's:**

- > *“What I liked most about the Leadership Institute was the honest conversations and “nonthreatening” atmosphere. These were bold discussions about race and culture, and yet we all felt safe having them.”*
- > *“What I believe I will apply right away is the coaching techniques - listening intently, probing and clarifying. The privilege discussions helped me become more aware of the variables that lead to my success and the struggles.”*
 - > *“Powerful experience. Excellent event. Well thought out and informative. I am looking forward to more learning.”*
- > *“I want to take back using the curiosity-based question with the school leadership team to continue to focus on cultural competency and other issues.”*
 - > *“I enjoyed every part of today’s Dinner-N-Dialogue, but I mostly enjoyed the discussions about culture and privilege.”*

In addition, the program held four group-coaching sessions for the Trenton School District’s ESL/Bilingual Program supervisor and two language coaches (intervention teachers). Each session was two hours in length and was designed to build capacity within the district’s team to adopt our program’s philosophy and coaching strategies to continue mentoring staff once the program ended.



COACHING SESSIONS WITH THE ESL/BILINGUAL DEPARTMENT STAFF

- > *“I liked using the opening question, “What would you like to talk about today?”*
- > *“It gave us an opportunity to show empathy and walk in the teachers’ shoes.”*
- > *“Using open-ended questions versus closed questions supports a more meaningful exchange.”*
- > *“We are growing professionally in knowledge and in skills.”*
- > *“It made us more aware of our body language: mirroring and matching”*
- > *“It was good to appreciate being listened to and being able to be practice with our teammate.”*
- > *“It builds connectedness between the coach and coachee.”*



10TH ANNIVERSARY

MODELING CULTURAL AND LINGUISTIC EXCELLENCE THROUGH THE YEARS

Celebrating 10 Years of Empowering Teachers in Cultural and Linguistic Practices

224 TEACHERS IN 115 CLASSROOMS IN 85 SCHOOLS

2007-2008



2008-2009



2009-2010



2010-2011



YEARLY CELEBRATION

2011-2012



2012-2013



2013-2014



2014-2015



2015-2016



2016-2017



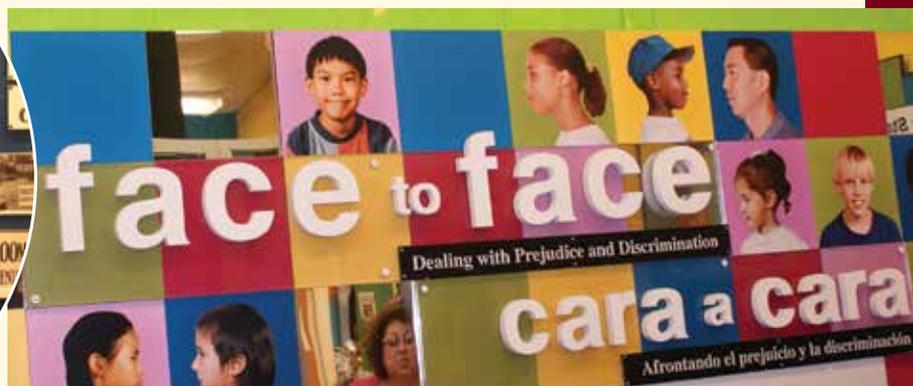
AWAKA SIMULATION THROUGH THE YEARS: WHAT DID YOUR MONUMENT LOOK LIKE?

AWAKA SIMULATION GETS PARTICIPANTS TO EXPLORE
CROSS CULTURAL COMMUNICATION AND MISCONCEPTIONS



SPECIAL EVENTS THROUGH THE YEARS

VISIT TO KIDS BRIDGE TOLERANCE MUSEUM AND POCOYO IPAD PROJECT



\$5,000 TECHNOLOGY GRANT

FROM THE JAMES KERNEY FOUNDATION

TEN iPADS WERE PURCHASED FOR 3 CLASSROOMS TO SUPPORT FIRST- AND SECOND-LANGUAGE ACQUISITION AS WELL AS MATH SKILLS.



FINANCIAL PARTNERS THROUGH THE YEARS 2007-2017

Family Strengths Associates in conjunction with the New Jersey Department of Human Services	\$209,000
The Schuman Fund for New Jersey	\$64,900
TD Charitable Foundation	\$65,000
Bank of America	\$7,500
Nicholson Foundation	\$316,735
Princeton Area Community Foundation	\$20,000
James Kerney Foundation	\$5,000
Trenton Public Schools	\$20,340
PNC Foundation	\$10,000
Total Grants Received	\$718,475
Thomas Edison State University provided invaluable In-Kind Support	

WORLD CHANGER MENTORS

NILAJAH RENEE ABDULLAH

(9 CLASSROOMS - 17 TEACHERS)

- > Bobbies Babies (Keion and Caritza)
- > Bobbies Babies (Ashanti and Betty)
- > Dale Avenue Paterson Public School (Nicole and Jesmin)
- > Montclair Community Pre-K (Christine and Hassiba)
- > Sunshine Learning Center (Ruth and Veronica)
- > Sunshine Learning Center (Tereza and Rosa)
- > Three Stages (Keimaj, Latrice and Marlinda)
- > Trenton School District-High School (Yetundi)
- > Trenton School District-High School (Gabby)



WORLD CHANGER MENTORS

LILIANA ATTAR

(9 CLASSROOMS - 16 TEACHERS)

- > Ann's Little Angels (Tommy and Adele)
- > Gilmore Memorial School (Cythnia and Betha)
- > K-Center Paterson Public School (Yulisa and Giselle)
- > La Casa de Don Pedro (Maritza and Rossana)
- > Paterson Family center (Reina and Cassandra)
- > Three Stages (Rebecca and Phillip)
- > Three Stages (Erika and Marlinda)
- > Trenton School District-Grant Elementary (Luz)
- > Trenton School District-Robins Elementary (Bethzaida)



WORLD CHANGER MENTORS

ANA I. BERDECIA

(17 CLASSROOMS - 37 TEACHERS)

- > Ann's Little Angels (Erica and Judy)
- > Better Beginnings (Ada and Claudette)
- > Burlington Head Start (Mirna and Diane)
- > Burlington Head Start (Lisa and Tiffany)
- > BPUM Child Development Center (Patricia and Janelle)
- > El Centro Communal Boricano (Maria and Ana)
- > La Vida Child Care (Yahaira and Ashley)
- > La Vida Child Care (Amanda and Margarita)
- > MLK Child Development Center (Elizabeth and Melonie)
- > Princeton YWCA (Graciela and Christine)
- > Responds, Inc. (Carmen, Erica, and Shirline)
- > The Growing Tree (Charlene and Kimberly)
- > The Growing Tree (Johanna, Maria, Sonia, and Tabitha)
- > The Growing Tree (Ewelina and Constance)
- > Trenton Head Start (Jennifer, Valerie and Jenny)
- > Trenton School District-MLK



WORLD CHANGER MENTORS

DEITRA BAILEY

(22 CLASSROOMS - 44 TEACHERS)

- > El Mundo de Colores (Mabelyn and Gloria)
- > Gilmore Memorial Preschool (Luisa and Giovanni)
- > Gilmore Memorial Preschool (Marla, Leidy and Nilda)
- > La Leaguerers Child Care Center (Doris and Charlene)
- > Mi Casita I (Luz and Hanueska)
- > Mi Casita II (Luz and Felicita)
- > Mi Casita III Ziola and Jacqueline)
- > Mercer Street Friends (Nicole and Lucille)
- > Mi Casita I (Amelia and Luz)
- > Mi Casita II (Dennis and Sara)
- > Mi Casita II (Wanda and Marangeli)
- > Neighborhood Child Care (Parizad, Jessica, and Dahesa)
- > Paterson YMCA (Yvonne and Taneisha)
- > Tiny Love Child Care (Valerie and Yakiska)
- > Tiny Love Child Care (Sophia and Shakeea)
- > Tiny Love Child Care (Valerie and Yakiska)
- > Tiny Love Child Care (Rosary and Tashonda)
- > Three Stages (Shamirah and Christina)
- > Trenton Head Start (Janine and Valerie)
- > Valisburg Child Development Center (Lisa and Jahood) United
- > Valisburg Child Development Center (Sharonda and Miriam)
- > Valisburg Child Development Center (Hayet and Augustina)
- > Valisburg Child Development Center (Opal and Femi)



WORLD CHANGER MENTORS

PAMALA BROOKS

(2 CLASSROOMS - 5 TEACHERS)

- > Neighborhood Child Care (Denise, Zulma and Daniel)
- > La Vida Child Care (Noelia and Maria)



WORLD CHANGER MENTORS

JUNE CADE

(2 CLASSROOMS-4 TEACHERS)

- > EW Patrick Paterson Public School
(Tamar and Dahiana)
- > Madison Ave Christian Center (Annie and Phyllis)



WORLD CHANGER MENTORS

RAMATA CHOMA

(1 CLASSROOM - 2 TEACHERS)

> BPUM Child Develop Center (Willie and Evelyn)



WORLD CHANGER MENTORS

ODESSA DAVIS

(12 CLASSROOMS - 17 TEACHERS)

- > Adria Janni, Family Child Care Provider
- > Patricia Bonilla, Family Child Care Provider
- > Yolanda and Kevin Deane, Family Child Care Providers
- > Nancy Ramirez, Family Child Care Provider
- > Gabriella Palacios, Family Child Care Provider
- > Abba Father Day Care (Talika and Rosalind)
- > Our Nation's Children (Gladys)
- > Our Nation's Children (Cindy)
- > Shiloh Rainbow Learning Center (Jesmin and Carmen)
- > Shiloh Rainbow Learning Center (Candice and Teonna)
- > Shiloh Rainbow Learning Center (Angela and Nadidah)
- > Trenton School District-Dunn Middle School (Maria)



WORLD CHANGER MENTORS

ANGELA DEFAZIO

(3 CLASSROOMS - 5 TEACHERS)

- > Michael's Energy Factory (Fiqirete and Maria)
- > Trenton School District-Dunn Middle School (Raquel)
- > Valisburg Child Development Center (April and Charlotte)



WORLD CHANGER MENTORS

LILIANA GOMEZ

(16 CLASSROOMS - 35 TEACHERS)

- > Better Beginning Child Dev. Center (Janice, Deysi and Olga)
- > Better Beginning Child Dev. Center (Mimsy and Emma)
- > Better Beginnings (Brenda and Guadalupe)
- > Family Day Nursery (Virginia and Amatullah)
- > CYO of Mercer (Ramona and Tammlin)
- > Gilmore Memorial Preschool (Marla and Nilda)
- > Gilmore Memorial Preschool (Barbara and Rosa)
- > Stepping Stone (Lindsay and Ana)
- > Little Kids College (Jennifer and Francesca)
- > Little Kids College (Jennifer and Lisa)
- > Little Kids College (Kaitlin and Michelle)
- > NJ City University (Ana and Jennifer)
- > Princeton Nursery School (Cindy, Iris, and Darimar)
- > Princeton Nursery School (Amy, Claudia, and Nicole)
- > Princeton YWCA (Jaime and Rosa)
- > Trenton Head Start (Gayle and Ana)



WORLD CHANGER MENTORS

KAMILI O. LEATH

(10 CLASSROOMS - 21 TEACHERS)

- > Jennifer Joy Day Care (Hakima and Marilyn)
- > Jennifer Joy Day Care (Nordelin and Diana)
- > Little Kids College (Stephanie and Jocelyn)
- > Neighborhood Child Development Center (Naomi and Teriah)
- > Neighborhood Child Development Center (Quia and Daniel)
- > NJ City University Learning Center (Tricia and Alexandra)
- > NORWEPCAP Head Start (Lauren, Diana, and Jennifer)
- > Trenton School District-Wilson Elementary (Irene and Betty)
- > Trenton School District-Paul Robeson Elementary (Zenaida and Norma)
- > Trenton School District-MLK Elementary (Solangel and Carmen)



WORLD CHANGER MENTORS

MARILYN QUINTANA

(8 CLASSROOMS - 12 TEACHERS)

- > Iron Bound Learning Center (Guadalupe and Maria)
- > Kinder Campus (Annette)
- > Kinder Campus (Robin)
- > Parkside Preschool (Adela and Magly)
- > St. Paul Day Care Center (Sandra and Yudely)
- > St. Paul Day Care Center (Suzette and Lexis)
- > Trenton School District-Wilson Elementary (Isabel)
- > Trenton School District-Wilson Elementary (Irene)



WORLD CHANGER MENTORS

MERLENE TAYLOR

(4 CLASSROOMS - 9 TEACHERS)

- > Trenton Head Start (Danielle and Maria)
- > Trenton Head Start (Brian and Maria)
- > True Servant Preschool (Afiya and Ellie)
- > True Servant Preschool (Shonell, Michelle and Anita)



STATEWIDE AND NATIONAL SPOTLIGHTS

THE PROGRAM WAS FEATURED AT STATEWIDE AND NATIONAL CONFERENCES IMPACTING 30,359 PROFESSIONALS

- > **American Educational Research Association's Annual Conference** (roundtable) Closing the Cultural Gap: Transforming Early Childhood Teacher's Thinking about Culture and Language July 11, 2010, New Orleans, La. - Program model was peer reviewed (10 participants).
- > **The New Jersey Child Health Conference Strengthening Families Using Cultural Lenses** (workshop) May 21, 2009, Somerset, N.J. (20 participants).
- > **A national radio show, Coaching Connections** hosted Constant Hines, interviewed with the director of the New Jersey Cultural Competency and English Language Learners Summer Institute and Mentoring Program, January 2013 (30,000 listeners).
- > **New Jersey Coalition for Infant-Toddler Educators (CITE) Storytelling with Style: Adding Culture and Diversity to Infant and Toddler Literacy** (workshop), March 27, 2015 (27 professionals).
- > **The 67th World Assembly and Conference sponsored by the World Organization for Early Childhood Education** (Organización Mundial Para la Educación Pre-escolar-OMEP), Creating Caring Cultural Communities for Family Engagement Workshop, Washington D.C., July 30, 2015 (15 professionals).
- > **The National Black Child Development Institute's Teach Symposium** - Preparing Teachers for Diverse Learners, Arlington, Va., Oct. 17, 2015 (32 early childhood teachers).
- > **The National Black Child Development Institute's 45th Annual Conference**, Preschool Success Begins with Culturally and Linguistically Competent Educators (workshop), Oct. 20, 2015. (35 early childhood professionals).
- > **The New Jersey Family Child Care Providers' Annual Conference** -April 16, 2016 (135 family child care providers).
- > **The Early Learning Coalition of Broward County Leader's Symposium: Preparing Leaders and Teachers for Working with Diverse Learners**, Fort Lauderdale, Fla., June 24, 2016 (95 leaders).



APPENDIX

REFERENCES

- Baumeister, R.F. & Vohs, K. 2007. *Encyclopedia of Social Psychology*. Sage Publishing, Inc.
- Berdecia, A., & C. Kosec. 2010. *Cultural Conversations: Linking Culture and Languages in Early Childhood Classrooms*. The John S. Watson Institute for Public Policy of Thomas Edison State University.
- Berdecia, A. & Kosec, C. (2011) *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.
- Berdecia, A. & C. Kosec. 2011. *Cultural and Linguistic Connections: Linking What Matters to Families to What Matters for School Success*. The John S. Watson Institute for Public Policy of Thomas Edison State University.
- Berdecia, A. & C. Kosec. 2013. *Cultural Consciousness: Blinders On Blinders Off- Supporting New Jersey Teachers in Becoming Culturally Responsive*. The John S. Watson Institute for Public Policy of Thomas Edison State University.
- Berdecia, A. & C. Kosec. 2014. *The Cultural Ambassadors: Becoming Culturally Conscious - New Jersey Center-Based Programs*. The John S. Watson Institute for Public Policy of Thomas Edison State University.
- Burke T. & Carter, B. 2012. *Coaching for Change*. Presentation at the 21st National Institute of Early Childhood Professional Development. National Association for the Education of Young Children. Indianapolis, Indiana.
- Castro, D.C., Ayankoya, B., & Kasprzak, C. (2011). *The New Voices Nuevas Voces Guide to Cultural and Linguistic Diversity in Early Childhood*. Paul H. Brookes Publishing Co.
- Daniel, Jerlean, & Friedman, Susan. (2005, November, 1). *Taking the Next Step: Preparing Teachers to Work with Culturally and Linguistically Diverse Children*. *Young Children on the Web: Beyond the Journal*, 5, Article 2. Retrieved from: <http://www.journal.naeyc.org/btj/200511/DanielFriedmanBTJ1105.pdf>.
- Derman-Sparks, L. & J.O. Edwards. 2010. *Anti-Bias Education for Young Children and Ourselves*. National Association for the Education of Young Children. Washington, D.C.
- Earley, P.C. & S. Ang. 2003. *Cultural Intelligence: Individual Interactions Across Cultures*. Stanford University Press.
- Flaherty, J. 1999. *Coaching: Evoking Excellence in Others*. Boston: Butterworth-Heinemann.
- Fousad, N.A. & P. Arredondo. 2007. *Becoming Culturally Oriented: Practical Advice for Psychologists and Educators*. American Psychological Association, Washington, D.C.
- Gardener, H. 2004. *Changing Minds: The Art and Science of Changing Our Own and Other People's Mind*. Harvard Business School Press.
- Hines, C. 2008. *Coaching for Success*. *Horizon In Learning*. www.constanthine.com
- Hogg, M.A. & Cooper, J. 2003. *The Sage Handbook of Social Psychology*. Sage Publications, LTD.
- Hollins, E. 1996. *Culture in School Learning: Revealing the Deep Meaning*. Mahwah, N.J.. Lawrence Erlbaum.
- Howard, T.C. 2010. *Why Race and Culture Matter in Schools: Closing the Achievement Gap in America's Classroom*. Teachers College Press.
- 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. 2008. *What is Coaching? An Exploration of Conflicting Paradigms*. *International Journal of Evidenced-based Coaching and Mentoring*, 6(2), 100-113
- Johnson, W.B. & C.R. Ridley 2004. *The Elements of Mentoring*. Palgrave Macmillan.
- Kegan, R. & L. Laskow-Lahey. 2001. *How the Way We Talk Can Change The Way We Work: Seven Languages for Transformation*. Jossey-Bass.
- Lucas, T. 2010. *Teacher preparation for Linguistically Diverse Classrooms: A Resource for Teacher Educators*. New York: Taylor & Francis.
- National Association for the Education of Young Children. 2009. *Where We Stand: On Responding to Linguistic and Cultural Diversity*. Retrieved from: <http://www.naeyc.org/files/naeyc/file/positions/diversity.pdf>.
- National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs (NCELA). 2011. *The Growing Numbers of English Learner Students*. Retrieved from: http://www.ncela.gwu.edu/files/uploads/9/growing_EL_0910.pdf.

- National Clearinghouse for English Language Acquisition Elevating English Learners (ELs): *Program for Newcomer Students*. Retrieved from https://ncela.ed.gov/files/feature_topics/newcomers/ElevatingELs_ProgramsForNewcomerStudents.pdf
- National Education Association. 2011. *An NEA Policy Brief: Professional Development for General Education Teachers of English Language Learners*. Retrieved from: http://www.nea.org/assets/docs/PB32_ELL11.pdf
- Nemeth, K. 2012. *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.
- New Jersey Department of Education Office of Bilingual Education. (2012). Peterson, S.A., A. Baker, & M. Weber. (2010). *Stages of Change Scale for Early Education and Care 2.0 Professional Manual*. Children's Institute, Inc., Rochester, N.Y.
- Nieto, S. 2005. *Why We Teach*. Teachers College Press.
- Nieto, S. 2010. *The Light in their Eyes: Creating multicultural learning communities*. Teachers College Press.
- Orteza Lee, L. 2001. *Teaching Cultural Diversity through Children's Literature: Applying the Kluckhohn Model*. New Day Publishers
- Palmer, P. 1997. *The Heart of a Teacher: Identity and Integrity in Teaching*. *Change Magazine*, Vol. 29:6, 14-21.
- Pedersen, P.B., H. C. Crethar & J. Carlson. 2008. *Inclusive Cultural Empathy: Making Relationship Central in Counseling and Psychotherapy*. American Psychological Association. Washington, D.C.
- Peterson, S.A., A. Baker, & M. Weber. 2010. *Stages of Change Scale for Early Education and Care 2.0 Professional Manual*. Children's Institute, Inc., Rochester, N.Y.
- Pransky, K. 2008. *Beneath the Surface: The Hidden Realities of Teaching Culturally and Linguistically Diverse Young Learners K-6*. Heinemann
- Prochaska, J.O., J. C. Norcross, & C. C. DiClemente. 1995. *Changing for Good: A Revolutionary Six-Stage Program for Overcoming Bad Habits and Moving Your Life Positively Forward* (1995) Avon Books. New York
- Prochaska, J.O. & J. C. Norcross. 2003. *Systems of Psychotherapy: A transtheoretical Analysis*. Fifth Edition. Brooks/Cole a division of Thomson Learning
- Ramasubramanian, S. 2007. *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, & J. Robbins. 2005. *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, Fla.
- Reyhner, J. 2007. *Teaching Indigenous Languages*. *National Association for Bilingual Education Magazine*. September/October. Vol. 30 No.1 p.12-15.
- Rush, D.D., & M.L. Sheldon. 2011. *The Early Childhood Coaching Handbook*. Paul Brookes Publishing Co.
- Ryan, S., D.J. Ackerman, and H. Song. (2015). *Getting Qualified and Becoming Knowledgeable: Preschool Teachers' Perspectives on Their Professional Preparation*. Manuscript. (Rutgers, The State University of New Jersey, 2005).
- Ryan, S., D.J. Ackerman, & H. Song. 2005. *Getting Qualified and Becoming Knowledgeable: Preschool Teachers' Perspectives on Their Professional Preparation*. Manuscript. Rutgers, The State University of New Jersey.
- Shade, B.J., C. Kelly, & M. Oberg. 1997. *Creating Culturally Responsive Classrooms*. American Psychological Association, Washington, D.C.
- Sibley, Lawrence, & Lambert. 2010. *Mentoring more than a promising strategy*. In S.B. Neuman & M.L. Kamili. *Preparing teachers for the early childhood classroom proven models and key principles*. Paul Brookes Publishing. Co.
- Stoddard, D. A. 2003. *The Heart of Mentoring: Ten Proven Principles of Developing People to Their Full Potential*. NavPress.
- Tabors, P.O. 2008. *One Child, Two Languages: A Guide for Early Childhood Educators of Children Learning English as a Second Language*. Paul H. Brookes Publishing Co.
- Teaching Strategies. 2003. *Starting Points video training series: Teaching English Language Learners* Teaching Strategies, Inc.
- Texas Instrument. 2009. *Systemic Vs. One Time Teacher Professional Development: What Does Research Say?* The Center for Technology in Learning.
- Tomal, Daniel R. 2010. *Action Research for Educators*. 2nd edition. Rowan & Littlefield Education Publishers.
- Watson, D.L. & R.G. Tharp. 1997. *Self-Directed Behavior: Self-modification for personal adjustment*. Brooks/Cole Publishing Company.
- Wong Fillmore, L. 1991. *When Learning a Second Language Means Losing the First*. *Early Childhood Research Quarterly*, 6, 323-346.

PROGRAM ACKNOWLEDGMENT

PROGRAM FINANCIAL PARTNERS

- › Princeton Area Community Foundation
- › PNC Charitable Foundation
- › TD Charitable Foundation
- › James Kerney Foundation
- › The John S. Watson Institute for Public Policy of Thomas Edison State University
- › Trenton Public Schools



THOMAS EDISON STATE UNIVERSITY STAFF AND CONSULTANTS

- › Joseph Youngblood II, JD, Vice Provost and Dean, John S. Watson School of Public Service and Continuing Studies
- › Barbara George-Johnson, MPH, JD, Executive Director of The John S. Watson Institute for Public Policy
- › Ana I. Berdecia, MEd and Certified Coach, Senior Fellow and Director, Center for the Positive Development of Urban Children
- › Kamili O. Leath, MS, Project Coordinator (Consultant), of the New Jersey Cultural Competency and English Language Learners Summer Institute and Mentoring Program
- › Caitlin Kosec, MPP, Independent Evaluator (Consultant), New Jersey Cultural Competency and English Language Learners Summer Institute and Mentoring Program

SUMMER INSTITUTE FACULTY AND PROGRAM MENTORS

- › Ana I. Berdecia, MEd and Certified Coach (Program Director) - 10 years
- › Ramata Choma (Program Advisor) - 10 years
- › Kamili O. Leath, MS (Project Coordinator) - 7 years
- › Dee Bailey-Gittens, Certified Teacher (Faculty) - 9 years
- › Angela DeFazio, Certified Teacher (Mentor)-2 years
- › Odessa Davis, MA (Mentor) - 5 years
- › Liliana Attar, Certified Teacher (Mentor) - 4 years
- › Marilyn Quintana, MA (Mentor) - 4 years
- › Renee Abdullah, MEd (Mentor) - 3 years
- › Merlene Taylor, MEd M. SC. (Faculty) -3 years

SPECIAL THANKS TO:

- › Dr. Fred McDowell, Superintendent, Trenton Public Schools
- › Sandra Iturbides, Supervisor ESL/Bilingual Programs, Trenton Public Schools, New Jersey
- › Keshia Gaymon, Interventionalist Teacher, ESL/Bilingual Office, Trenton Public Schools
- › Maritza Abreu, Interventionalist Teacher, ESL/Bilingual Office, Trenton Public Schools
- › Cie Stroud, Photographer
- › Kevin Birch, Photographer
- › The John S. Watson Institute for Public Policy staff

PARTICIPATING SCHOOLS FROM 2007-2016

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

2007-2008 Cohort (31 teachers, 15 classrooms and 9 schools)

- › *Better Beginnings Child Development Center, Hightstown, N.J. (2007)
- › Burlington Head Start in Delanco, N.J. (2 classrooms in 2007)
- › EI Centro Communal Boricano, Camden, N.J. (2007)
- › La Vida Child Care Center, Perth Amboy, N.J. (2 classrooms in 2007)
- › The Growing Tree Learning Center, Jersey City, N.J. (2 classrooms in 2007)
- › Martin Luther King Jr. Child Development Center, Camden, N.J. (2007)
- › Princeton YWCA, Princeton, N.J. (2 classrooms 2007)
- › *Trenton Head Start, Trenton, N.J. (3 classrooms 2007)
- › Respond, Inc. Camden, N.J. (2007)

2008-2009 Cohort (22 teachers, 12 classrooms and 9 schools)

- › *Better Beginnings Child Development Center, Hightstown, N.J. (2008)
- › BPUM Child Development Center Inc., Blackwood, N.J. (2008)
- › BPUM Child Development Center Inc., Camden, N.J. (2008)
- › CYO of Mercer County Child Care Center, Trenton, N.J. (2008)
- › La Vida Child Care Center, Perth Amboy, N.J. (3 classrooms in 2008)
- › Mi Casita I and Mi Casita II, Camden, N.J. (2 classrooms in 2008)
- › Princeton YWCA, Princeton, N.J. (2008)
- › The Growing Tree Learning Center, Jersey City, N.J. (2008)
- › The Leaguerers Child Care Center, Elizabeth, N.J. (2008)

2009-2010 Cohort (14 teachers, 7 classrooms and 5 schools)

- › *Better Beginnings Child Development Center, Hightstown, N.J. (2009)
- › Mercer Street Friends Child Care Center, Trenton, N.J. (2009)
- › Mi Casita I and Mi Casita II, Camden, N.J. (2 classrooms in 2009)
- › *Neighborhood Child Care Center, Montclair, N.J. (2009)
- › Princeton Nursery School, Princeton, N.J. (2 classrooms in 2009)

2010-2011 Cohort (16 teachers, 8 classrooms and 7 schools)

- › *Better Beginnings Child Development Center, Hightstown, N.J. (2010)
- › El Mundo de Colores, Paterson, N.J. (2010)
- › *Neighborhood Child Care Center, Montclair, N.J. (2010)
- › *Tiny Love Day Care Center, Irvington, N.J. (2010)
- › Mi Casita I, Camden, N.J. (2010)
- › Stepping Stones Learning Institute, Trenton, N.J. (2010)
- › *Trenton Head Start, Trenton, N.J. (2 classrooms 2010)

(* indicates that the director also participated in the Leadership Institute of the Program)

2011-2012 Cohort (24 teachers, 12 classrooms and 7 schools)

- › Gilmore Memorial Preschool, Patterson, N.J. (3 classrooms in 2011)
- › *Jennifer's Joy in the City, Paterson, N.J. (2 classrooms in 2011)
- › Little Kids College, Trenton, N.J. (2 classrooms 2011)
- › *Neighborhood Child Care Center, Montclair, N.J. (2011)
- › *New Jersey City University - Learning Center, Jersey City, N.J. (2 classrooms in 2011)
- › *Tiny Love Day Care Center, Irvington, N.J. (2011)
- › True Servant Preschool Academy, Trenton, N.J. (2011)

2012-2013 Cohort (20 teachers, 12 classrooms, 10 schools)

- › Adria Janni, Family Child Care Provider: East Windsor, N.J. (2012)
- › Patricia Bonilla, Family Child care Provider (Elizabeth), N.J. (2012)
- › Yolanda Deane, Family Child Care Provider (Jersey City), N.J. (2012)
- › Nancy, Ramirez, Family Child Care Provider (Newark), N.J. (2012),
- › Family Day Nursery, Bloomfield, N.J. (2 classrooms 2012)
- › Little Kids College, Trenton, N.J. (2 classrooms 2012)
- › *Neighborhood Child Care Center, Montclair, N.J. (2012)
- › *Tiny Love Day Care Center, Irvington, N.J. (2012)
- › *Trenton Head Start, Trenton, N.J. (2012)
- › True Servant Preschool Academy, Trenton, N.J. (2012)

2013-2014 Cohort (16 teachers, 10 classrooms, and 9 schools)

- › Patricia Bonilla, Family Child Care Provider, Elizabeth, N.J. (2013)
- › Yolanda Deane, Family Child Care Provider, Jersey City, N.J. (2013)
- › Nancy, Ramirez, Family Child Care Provider, Newark, N.J. (2012),
- › Gabriella Palacios, Family Child Care Provider, Union, N.J. (2013)
- › Kinder Campus, Jackson, N.J. (2 classrooms in 2013)
- › Paterson School District-Madison K Center, Paterson, N.J. (2013)
- › *Tiny Love Day Care Center, Irvington, N.J. (2013)
- › *Trenton Head Start, Trenton, N.J. (2013)
- › NORWESCAP-Hunterdon Head Start-Ringoes, N.J. (2013)

2014-2015 Cohort (29 teachers, 15 classrooms, and 9 schools)

- › Ann's Little Angels Day Care & Academy I, Paterson, N.J. (2 classrooms in 2014)
- › Bobbies Babies Child Care Center, Newark, N.J. (2 classrooms in 2014)
- › Ironbound Children's Center, Newark, N.J. (2014)
- › *Our Nation's Children Linguistic Day Care Learning Center, Hillsborough, N.J. (2 classrooms in 2014)
- › Paterson YMCA Preschool Program-Preschool Room, Paterson, N.J. (2014)
- › Sunshine Early Learning Center-Preschool Room, Paterson, N.J. (2014)
- › *St. Paul Day's C. U. M. Day Care Center, Newark, N.J. (2014)
- › *Three Stages Child Care Center, East Orange, N.J. (4 classrooms in 2014)
- › *Vailsburg Child Development Center-Preschool Room, Newark, N.J. (2014)

2015-2016 Cohort (36 teachers, 18 classrooms, 13 schools)

- > Dale Avenue School, Paterson School District, Paterson, N.J. (2015)
- > E.W. Kilpatrick School, Paterson School District, Paterson, N.J. (2015)
- > Gilmore Memorial Preschool, Paterson, N.J. (2015)
- > *La Casa de Don Pedro Early Childhood Center , Newark, N.J. (2015)
- > Michael's Energy Factory Education Center, Paterson, N.J. (2015)
- > Madison Avenue Christian Child Care Center, Paterson, N.J. (2015)
- > Montclair Community Pre-K, Montclair, N.J. (2015)
- > Parkside Preschool II, Newark, N.J. (2015)
- > Paterson Family Center, Paterson, N.J. (2015)
- > Shiloh Rainbow Academy, Newark, N.J. (three classroom in 2015)
- > Sunshine Early Learning Center-Preschool Room, Paterson, N.J. (2015)
- > *St. Paul Day's C. U. M. Day Care Center, Newark, N.J. (2015)
- > *Vailsburg Child Development Center-Preschool Room, Newark, N.J. (4 classrooms in 2015)

2016-2017 Cohort (23 teachers, 12 classrooms and 7 schools)

- > Trenton School District-Paul Robeson Elementary School Second Grade Bilingual, Trenton, N.J. (2016)
- > *Trenton School District-Robbins Annex- Dual Kindergarten-Spanish World, Trenton, N.J. (2016)
- > *Trenton School District-Grant Elementary School Bilingual Third Grade, Trenton, N.J. (2016)
- > *Trenton School District-Dunn Middle School-World Language, Trenton, N.J. (2 classrooms 2016)
- > *Trenton School District-MLK Elementary School-Bilingual Kindergarten Classroom and Fourth Grade Classroom Trenton, N.J. (2016)
- > *Trenton School District-Trenton High School-ESL World/English, Trenton, N.J. (2 classrooms 2016)
- > Trenton School District-Wilson Elementary School Bilingual Kindergarten, Trenton, N.J. (2016)
- > Trenton School District-Wilson Elementary School Bilingual Second Grade Classrooms and a Third Grade Classroom, Trenton, N.J. (2016)

SAMPLE PROGRAM ASSESSMENT TOOL

(This tool is used by mentors to rate strategies adopted)

NJ Cultural Competency and English Language Learners Summer Institute and Mentoring Program

The Culture and Language Assessment 5-Point Scale

School:	Teacher:
Date: Assessment (9 mos.)	Site Visit: ___ Pre-Institute ___ Post-Institute (4 mos.) ___ Post-Institute (6 mos.) ___ Final
Observer:	Length of Visit:

Scale: 5 = Excels 4 = Evident 3 = Somewhat Evident 2 = Needs Improvement 1 = Not Evident

Categories	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 in use red bold letters
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 and 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)	

NJ Cultural Competency and English Language Learners Summer Institute and Mentoring Program

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 bold letters
Starting slowly and starting 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 second 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)	

N.J. Cultural Competency and English Language Learners Summer Institute and Mentoring Program

Summary of the Assessment Visit: During this visit, the teachers

Commendations:

Recommendations:

1st Cycle Highlights: This team has made several improvements in this cycle

Overall this teaching team is in the _____ stage with a combined score of 0.0.

N.J. Cultural Competency and English Language Learners Summer Institute and Mentoring Program

**Children's Institute Stage of Change Scale for Early Education and Care 2.0
Score Sheet**

Center:
Mentor:

Teaching Team:
Date:

ITEMS	SELF-REPORT: Teacher #1	MENTOR-REPORT: Teacher #1	SELF-REPORT: Teacher #2	MENTOR REPORT: Teacher #2
1. Intention to change				
2. Awareness of need for change				
3. Seeking information				
4. Effect on children				
5. Overcoming obstacles				
6. Social support				
7. Professional identity				
OVERALL SCORE (average of items 1-7)				

Determining the Overall Stage of Change: Highlight the individual teachers' scores and the combined team score

Overall score is between	Stage of Change: Mentee	Stage of Change: Mentor (combined mentees' score)
1.0 – 1.4 (1: Precontemplation)		
1.5 – 2.4 (2: Contemplation)		
2.4 – 3.4 (3: Preparation)		
3.5 – 4.4 (4: Action)		
4.5 – 5.0 (5: Maintenance)		

N.J. Cultural Competency and English Language Learners Summer Institute and Mentoring Program

Stages of Change Scale Cumulative Scores

Stages of Change	Preassessment	1st Assessment	2nd Assessment	3rd/Final Assessment
Precontemplation				
Contemplation				
Preparation				
Action				
Maintenance				
Relapse				

Additional Comments:

PRINCIPAL RESEARCHERS AND WRITERS



Ana I. Berdecia and Caitlin Kosec

Ana I. Berdecia, MEd, certified coach, 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 University and the program director for the New Jersey Cultural Competency and English Language Learners Summer Institute and Mentoring Program. Ana has extensive experience working with diverse families and children as an administrator, program developer, trainer and consultant. Prior to joining the University, Berdecia served as the executive director of the Puerto Rican Community Day Care Center, Inc. in Trenton, N.J.. Berdecia has been an adjunct faculty at Mercer County Community College where she taught 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. Berdecia earned her BA in sociology with a minor in women's studies and a master in education with a specialization in early childhood both from The College of New Jersey. Berdecia also holds a New Jersey Standard Teaching Certificate in Preschool through third grade from the state of New Jersey Department of Education and a postgraduate certificate in Infant Mental Health from the YCS Infant and Preschool Mental Health Institute and Seton Hall University. In 2013, Berdecia became a certified coach and speaker through the John C. Maxwell International Certification Program. She is a member of the John Maxwell Team as an independent coach.

Caitlin Kosec, MPP, currently serves as the Development and Communications manager at Interfaith Community Services, a comprehensive social services organization based in San Diego's North County region that empowers the disadvantaged to achieve independence and self-sufficiency. Throughout her career, Kosec has worked in nonprofit sector to advance education reform as well as increase support for programs that support vulnerable youth in achieving their academic and career goals. Kosec has also served for the past 10 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. Kosec holds a Master 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.

CENTER FOR THE POSITIVE DEVELOPMENT OF URBAN CHILDREN

THIS PROGRAM IS FUNDED IN PART BY



**James Kerney
Foundation**



THE JOHN S. WATSON INSTITUTE FOR PUBLIC POLICY

www.tesu.edu/watson/institute/summer-institute.cfm

(609) 777-4351, ext. 4290

