

AACTE 2006 Symposium

Piecing Together the Puzzle of Cultural Competence

Best Practices in Curriculum and Strategies for Developing Culturally Competent Educators: A Case Study from Western Oregon University

Hilda Rosselli, Dean of the College of Education
Sue Thompson, Director of Field Experiences and Teacher Licensure

Introduction

Experts remind us that systems thinking affords us a chance to approach complex problems by studying how various elements within a system interact with each other to impact change. Rather than trying to separate the individual pieces of what is being studied, systems thinking recognizes that complex issues often rely on the actions of many different forces or individuals and are often shaped by contextual factors. As teacher preparation programs struggle to move from rhetoric to practices relevant to cultural competency, it is essential to think in terms of both systems and processes that support change and problem solving.

This paper uses a case study approach to examine how one institution has used systems thinking to incorporate best practices and strategies for developing cultural competent educators into the fabric of the culture within the College.

Background

Recently celebrating a Sesquicentennial anniversary of its founding, Western Oregon University (WOU) is a small public comprehensive university long known for teacher education. The College of Education has earned a national reputation for its research on connecting teaching and learning as well as for its innovative, proficiency-based teacher preparation programs and has enjoyed accreditation with NCATE for over 50 consecutive years. Offered through three divisions, Elementary/Secondary, Special Education, and Health and Physical Education, the college offers teacher preparation programs at both the undergraduate and graduate levels. The 157 acre campus is located in the town of Monmouth situated in the mid-Willamette Valley 20 minutes from the state capital, Salem, and a little more than an hour from Portland. The school district in which WOU resides has four elementary schools, one middle school, and one high school with a Hispanic population approaching 30%. Close to 90% of the University's students however are white and the College has struggled unsuccessfully to increase the number of culturally diverse graduates from its programs.

In December 2002, a College of Education (COE) faculty team planned and hosted a Diversity workshop attended by two-thirds of the COE faculty to examine the knowledge and skills necessary for teacher candidates at WOU to understand and teach within a

changing set of racial and ethnic diversities in Oregon. The event included several activities: a self reflection exercise, a film clip from *The Color of Fear*, a guest speaker from another institution, interactive dialogue guided by questions, a social lunch and an evaluation process to take the pulse and determine next steps.

After reviewing the evaluative data from that first meeting, the planning team morphed into a College of Education Diversity Committee that has continued to serve as a planning arm for the College by assisting faculty in furthering an understanding of diversity within the context of our work, articulating inclusivity and affirmation of diversity with our College policies, procedures and environment, and examining our curriculum, program requirements and approaches to better mirror a climate and knowledge base that is affirming of diversity and inclusivity.

The Diversity Committee set an ambitious set of goals in hopes that faculty and graduates of College of Education would:

- demonstrate skills, knowledge and attributes needed to live and work in a diverse world,
- understand how diversity impacts our individual subject areas and professional development, recognize,
- understand and respect the complexity of diversity, value and respect multiple perspectives, beliefs and lifestyles,
- demonstrate the ability to discuss and negotiate controversial topics,
- reflect concern for social justice and cross-cultural communication, and
- aim for the highest level of NCATE'S Standard 4¹.

As the Chair of the Committee stated, "The goals cited above mirror a journey, not a destination - a process, not a completed product - because to learn about oneself and one's relationship with "otherness" and "difference" is a continuing life's journey. An open -minded person continuously acquires knowledge, skills, and dispositions in an attempt to become culturally competent."

The College recognized that a number of existing cornerstones within the College have made our efforts to develop more culturally competent educators possible. For example, the College is home to the Regional Resource Center on Deafness which brings in approximately \$1.2 million a year in grants aimed at promoting American Sign Language and Deaf culture, primarily through scholarships for students in related programs. WOU offers the only teacher preparation program in deaf education within the Northwest using a Bilingual/Bicultural approach to help candidates communicate fluently and teach effectively in both ASL and English while recognizing and affirming the diverse cultural and ethnic backgrounds of all Deaf and Hard of Hearing (HH) individuals. WOU offers the only degree-bearing American Sign Language and Interpreting program in the

¹ NCATE Standard 4: The unit designs, implements, and evaluates curriculum and experiences of candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diversity students in P-12 schools.

Northwest and is one of only six institutions in the U.S. that offers a graduate program in Rehabilitation Counseling for deaf people. The campus is also home to Teaching Research Institute which house the National Information Clearinghouse on Children who are Deaf-Blind and the National Technical Assistance Consortium for Deaf-Blindness.

Undergraduate students at Western Oregon University must successfully complete at least six hours of coursework emphasizing a topic or subject dealing with cultural diversity. These courses emphasize a deep understanding and application of knowledge regarding cultural issues related to diverse populations in various aspects of life: educational, social, emotional, artistic, physical, political, and economic.

Within the College of Education these courses include:

- ED 446 Environments for the Diverse Learner
- ED 482/582 Bilingual/ESL Education: Principles and Practices
- ED 483/583 Cultural & Community Needs of LEP Students in Instructional Process
- ED 484/584 First and Second Language Acquisition in the Bilingual/ESL Program
- ED 491/591 Curriculum Models and Instructional Strategies of Bilingual Classrooms
- ED 492/592 Classroom Strategies in 1st and 2nd Language Reading and Language Arts
- ED 514M Children with Learning Difficulties
- ED 518M Multiple Intelligences and Multicultural Education
- ED 530M Culturally and Linguistically Different Students in the Schools
- ED 594M Assessment of Limited English Proficient Students
- READ 556 Literacy and Cultural Competence

WOU had partnered with the school district in a nearby city on a Transition to Teaching Bilingual Initial Licensure Internship Program. The goal of the program was to provide an alternative licensure program to address barriers that have traditionally prevented individuals from underrepresented groups in the U.S. from entering the teaching profession. Most financial and work schedule barriers were addressed through a federal grant supporting the program. The specific goal for this partnership was to meet the need and demand for bilingual, bicultural teachers for Salem-Keizer School District. Fifteen of an original group of 26 interns completed the program and all 15 who completed the program hold teaching positions for 2004-2005 school year. The faculty involved reported learning a number of valuable lessons from the partnership about the barriers and challenges that faced the interns including:

- reduction in salary during the internship
- being separated from their families
- stressful workload combined with rigorous coursework expectations
- passing required teacher exams
- turnover in faculty involved with the original grant and vision for program
- difficulties in taking over classroom without prior experience

These lessons are being used as the University now enters a new partnership with the same district this year to help support bi-lingual employees with varying levels of previous college preparation to become teachers.

In retrospect, as the Committee has reflected on its journey, accomplishments, and frustrations, members recognize important lessons learned on which we are reflecting:

1. The complexity of language continues to be a challenge, we are constantly testing our ideas about what we mean by diversity, inclusivity, cultural competency.
2. Examining diversity from the perspectives of all divisions represented in the College of Education is important in every step because some departments are not educating teachers.
3. The diversity committee members believes it is important to begin the journey towards cultural competency by examining our own personal biases and prejudices - true to the proverb “Doctor heal thyself.”
4. Membership in the diversity committee is a dynamic process. Each year the committee changes slightly but continues to remain the strongest committee in the College with members representing different subject positions whose perspectives enrich our knowledge, skills and dispositions.

Last year, in preparation for an Oregon Higher Education Cultural Competence Summit, members of the Diversity Committee developed a display board and notebook that documented the College’s Journey Toward Cultural Competence. The notebook was organized to acknowledge:

- Foundations—supportive elements in place previous to the Committee formation;
- Policy Changes—potential areas that needed improvement to better recruit, support, and celebrate students and faculty from diverse perspectives;
- Study Activities—activities designed to help us better learn about our students and faculty, their perspectives, and perceptions about diversity and inclusivity;
- Community Partnerships—initiatives that have reached beyond the borders of the College into the rest of the campus and surrounding communities; and
- Professional Development—opportunities that we have offered faculty to help enrich their understanding of diversity and inclusivity.

This systems approach to addressing the goals of the Committee has resulted in more than just a collection of activities. The following pages provide the reader with just a sample of the multiple and simultaneous approaches used by the faculty. It is clear that some progress has been made on our journey but that the journey never ends.

	Our Foundations	Policy Changes	Study Activities	Community Partnerships	Professional Development
Sp Ed offerings/resources	X				
Diversity courses/review	X				
Transition to Teaching				X	
Diversity Statement		X			
Interview questions		X			
Dispositions		X			
ESOL program review	X				
Faculty & Student surveys			X		
Diversity Coach					X
Workshops, readings					X
Tutor Academy				X	

Consortium membership		X		X	
Overseas internships	X				

STATEMENT ON DIVERSITY & MULTICULTURAL EDUCATION

Intended Outcomes

We needed a Statement on Diversity and Multicultural Education that declares publicly to all of our members and stakeholders what we value and aim to achieve.

Progress to Date

After many discussions, a statement was developed and approved by all divisions.

Lessons Learned So Far

- It's easy to get hung up on terminology—we spent several meetings just trying to define what we all meant by diversity!
- Initial conversations focused around a Statement that reflected our teacher preparation programs, excluding some of our other program areas. We needed to edit the statement to be more of a general statement on diversity that each division could adopt or add other elements as they saw suitable.
- We needed to develop language that reflects the faculty's role in modeling diversity.
- It was suggested since mission statements are generally shorter, our work qualifies as a “statement on diversity” rather than a “mission statement”.
- You can tinker with language for a long time. Sometimes you just have to move things forward.
- Time for meaningful discussion is critical.

“Western Oregon University’s College of Education programs value culturally responsive teaching and view diversity as an asset. Our programs cultivate the ability of our graduates to take multiple perspectives, question received wisdom, be creative, take risks, and adopt an experimental and problem-solving orientation.”

To achieve this vision, three areas will guide our programs, instruction, and policies:

1. Multicultural/Diversity Dispositions that help us all:

- a. Understand unequal power relations that exist in the world
- b. Ensure that all individuals receive respect, support, and recognition
- c. Create relationships in our communities that recognize and honor racial, physical, and cultural differences
- d. Reflect the belief that all students can learn (applies primarily to us as faculty and our teacher candidates)

2. A Multicultural/Diversity Lens that helps us:

- a. Understand how life is organized in communities where our clientele live
- b. Acquire sensitivity as to how our clients from all cultural backgrounds use and display knowledge, share histories and folklore, and interact with peers and community members

3. A Multicultural and Inclusive Curriculum that includes:

- a.** A prominent focus on cultural diversity in our coursework
- b.** Controversial topics, e.g. racism, historical atrocities, and powerlessness

PROFESSIONAL CHARACTERISTICS TO BE DEMONSTRATED BY STUDENTS

Intended Outcomes

A group of faculty represented all three divisions designed an assessment tool for use in courses and Field Experiences for students enrolled in Teacher Education and Special Education Division Programs, whereby specified dispositions/ professional characteristics could be observed and assessed continuously. The dispositions/professional characteristics are those determined to be desirable for teachers in the classrooms, and conducive to learning on the part of the students. For students in Teacher Education Programs, this tool is used during each level of Field Experiences and is completed by the student/supervisor/mentor. Additionally, the assessment tool may be used to evaluate the performance of students in any individual course included in the program.

Progress to date

An initial form was designed for inclusion in the Field Experience Workbook, as well as for use by instructors in program courses. The form is introduced to applicants of the program as part of the admission procedure. Students sign that they have read and been informed of the College's intention to use these dispositions to make decisions about their progress throughout the program. This document is being used in all teacher preparation programs and is now being modified for use in the Rehabilitative Counseling program and the ASL/English Interpreting program.

Lessons learned so far

- Development of observable indicators of the desired dispositions always is challenging but it is better than ignoring the professional qualities.
- Contributions from team members from varied backgrounds and perspectives were extremely valuable in the development of the document.
- As the tool was presented to the faculty working with the Teacher Education Program, some members expressed concern with the evaluative language included in the document, i.e., Little Evidence, Some Evidence, Strong Evidence so changes were made to the rubric standards.
- Once evaluative language was agreed upon, the committee members recognized a need to more specifically define these terms, and to develop a potential guide for rating the students which has since been done.
- Students are now informed prior to entering programs what our expectations are and how these dispositions will be monitored throughout their time in the program. Their signature at least insures they have read our policies before applying.
- Districts now know that we have a firm stance on consequences for unethical and unprofessional behavior.

Name _____ Date _____ *Circle One:* Term 1 Term 2 Term 3 Term 4

WESTERN OREGON UNIVERSITY

Assessment of Professional Qualities in Teacher Education Program Candidate

This form will be used to evaluate the professionalism you display during class and field experiences. It will be used to document your professional progress and notify you when negative behaviors are observed. Using the categories of Not Applicable, Serious Concerns, Needs Improvement, Emerging, and Acceptable, your professors, university supervisors, and mentor teachers will evaluate your professionalism in the areas of Collaboration, Honesty and Integrity, Respect, Commitment to Learning, Emotional Maturity, and Leadership and Responsibility.

Not Applicable	Serious Concerns	Needs Improvement	Emerging	Acceptable
NA	0	1	2	3
NA applies only to items 1.2, 6.2, & 6.5 typically observed in Term 4.	The student displays behaviors contrary to those expected for this disposition.	Occasionally but not consistently, the student displays the desired behaviors.	The student is at an emergent level; the behaviors may not be consistent.	The student consistently displays the desired behaviors.

Collaboration: The student works with others to achieve a common goal.					
1.1 Interacts constructively with peers/colleagues, administrators, supervisors, staff, mentor teachers, and parents	NA	0	1	2	3
<ul style="list-style-type: none"> • Shows consideration and respect for the thoughts and feelings of others • Demonstrates effective verbal and non-verbal communication skills • Demonstrates flexibility with others • Solicits suggestions and feedback from others • Actively listens and responds to others • Maintains communication with colleagues, supervisors, and mentor teachers when questions or concerns arise • Recognizes a range of valid viewpoints 					
1.2 Functions as a contributing member of an instructional team to achieve long-term curriculum goals, state content standards, and district standards	NA	0	1	2	3
<ul style="list-style-type: none"> • Communicates effectively both verbally and non-verbally • Shares ideas and materials • Offers ideas and observations at IEP meetings 					
Comments:					
Honesty and Integrity: The student demonstrates truthfulness, professional behavior, and trustworthiness.					
2.1 Displays honesty and integrity	NA	0	1	2	3
<ul style="list-style-type: none"> • Maintains confidentiality • Elicits trust and respect from both peers and supervisors • In completing course and field experience assignments, produces original work and credits sources when appropriate 					
Comments:					

Respect: The student honors, values, and demonstrates consideration and regard for oneself and others.					
3.1 Is respectful of cultural patterns and expectations within a community context <ul style="list-style-type: none"> • Presents self in a professional manner (e.g., dress, communication) • Speaks and behaves in a manner that is sensitive to linguistic and cultural differences and respects the dignity and worth of others • Establishes good rapport with students and colleagues • Seeks to address the varied learning needs of students in his/her classroom, including lower-performing children and those with disabilities • Recognizes and respects identities informed by a group's historical context 	NA	0	1	2	3
Comments:					
Commitment to Learning: The student values learning for self and students.					
4.1 Exhibits energy, drive, and determination to make one's school and classroom the best possible environment for teaching and learning <ul style="list-style-type: none"> • Plans and delivers instruction that engages all students in his/her classroom and addresses their learning needs • Values ongoing assessment as essential to the instructional process 	NA	0	1	2	3
4.2 Demonstrates a commitment to students' learning <ul style="list-style-type: none"> • Implements research-based strategies • Proposes ideas and solutions that address curriculum, instruction, and classroom management • Locates and/or creates materials that bring about student learning • Assumes responsibilities, locates materials and resources, and improves teaching • Reflects upon and evaluates effectiveness as a teacher, and seeks to improve skills • Reflects on and offers ideas to address curricular, instructional and classroom management matters • Engages students in discovering how knowledge is constructed • Actively and consciously looks for stories, wisdom, action, and creations of knowledge from diverse perspectives 	NA	0	1	2	3
4.3 Reflects on performance and attitudes as a teacher <ul style="list-style-type: none"> • Reflects upon and evaluates effectiveness as a teacher, and seeks to improve skills • Receives feedback in a positive manner and makes necessary adjustments • Regularly re-assesses his/her commitment to the profession • Evaluates instruction and student interactions and modifies instruction as needed 	NA	0	1	2	3
Comments:					

Emotional Maturity: The student demonstrates situation appropriate behavior.					
5.1 Is self-confident and enthusiastic <ul style="list-style-type: none"> • Displays enthusiasm for teaching and the subject matter • Demonstrates self-confidence through body language, voice tone, eye 	NA	0	1	2	3

<ul style="list-style-type: none"> contact, preparedness Exhibits energy, drive, and determination to become a professional educator 					
5.2 Is dependable, conscientious, and punctual <ul style="list-style-type: none"> Arrives early or on-time Completes assigned tasks in a timely manner Follows through with assignments and expectations 	NA	0	1	2	3
5.3 Models the social skills, character traits and dispositions desired in students. <ul style="list-style-type: none"> Establishes caring and mutually respectful relationships with students Explicitly teaches and models desired behaviors and attitudes 	NA	0	1	2	3
Comments:					
Leadership and Responsibility: The student acts independently and demonstrates accountability, reliability, and sound judgment.					
6.1 Is aware of and acts according to school policies and practices <ul style="list-style-type: none"> Has obtained and read school policy manual Adheres to class, school, and district rules and policies 	NA	0	1	2	3
6.2 Advises students in formal and informal settings <ul style="list-style-type: none"> Shows concern for all aspects of a student’s well-being, is alert to signs of academic and behavioral difficulty, and responds appropriately Actively listens to and advises students, making referrals as appropriate 	NA	0	1	2	3
6.3 Meets work schedule demands <ul style="list-style-type: none"> Is prepared for lessons and other responsibilities Meets and consults with mentor teacher each week to plan lessons 	NA	0	1	2	3
6.4 Is aware of the importance of professional appearance and demeanor <ul style="list-style-type: none"> Dresses professionally Displays a positive attitude Communicates in a professional manner 	NA	0	1	2	3
6.5 Demonstrates initiative, in an acceptable manner, for introducing programs or practices in a school or classroom <ul style="list-style-type: none"> Makes suggestions at faculty meetings Offers ideas to mentor teacher and other instructional team members around instructional, curricular, and behavioral needs of students 	NA	0	1	2	3
Comments:					

Signature of the Student Who Has Read This Form:

Signature acknowledges only that the student has had an opportunity to read this report; it does not imply concurrence with the information reported.

Signature of Student

Signature of Mentor Teacher

Signature of University Supervisor/Instructor

Date

PARTNERSHIPS AND OPTIONS IN ESOL/BILINGUAL TEACHER EDUCATION

Our faculty along with adjuncts who work in our local schools to review and refine our program. The program continues to grow and improve over time.

A. Program Review Process

- Guiding framework: TESOL/NCATE Standards for P-12 Teacher Education
- Consultation with school districts
- Alignment of program outcomes and content/objectives of courses

B. Infusion of cultural competence in all domains of knowledge

Language

- Linguistic interdependence
- The higher the level education in L1, the more knowledge can be transferred
- It is possible to learn English via other content areas
- Access to prior knowledge and experiences (in L1 and L2) is crucial for ESOL students

Culture

- Understand families, communities, traditions, and values
- Connect prior experiences in formal and informal education
- Make new norms and education expectations explicit
- Identify learning style preferences

Planning, Implementing, and Managing Instruction

- Create learning communities
- Maintain high expectations
- Teach study skills, higher order thinking skills, effective meta-cognitive strategies
- Strategies for Adapting Instructions and Materials

Assessment

- Use a variety of assessments to demonstrate what students know
- Assessments need to be modified in the same way as instruction in order to accommodate ESOL student
- Allow students to demonstrate understanding in ways other than just writing
- Make accommodations during standardized testing

Professionalism

- Keep current with new instructional techniques, research and public policy issues
- Serve as professional resources
- Advocate for ESOL students
- Build partnerships with students' families and community

C. Classroom Approaches in ESOL Teacher Education

- Understand that all classrooms are unique; there is no "magic formula"
- Recognize complexities and engage with contradictions
- Use flexible and adaptive practices

- Gain practical experiences outside the classroom (e.g., observations, tutoring, interviews, case studies)
- Adopt a practice of critical reflection

FACULTY INCLUSIVITY AND STUDENT EXIT SURVEYS

Intended Outcomes

The Diversity Committee wanted to assess faculty perceptions about our College's values and actions. In September 2004, faculty and staff of the College of Education completed a 6-question inclusivity survey to establish a baseline against which to measure progress. The measure was repeated in 2005. Questions include:

- How well does the College of Education reinforce values of diversity and inclusivity?
- How well does our College reflect cultural diversity?
- How well do we involve qualified people on key committees or in significant assignments representative of the diversity of the campus?
- How well are we sustaining an environment of inclusion?
- How well do we know the cultures of the people we serve?
- How well is the College doing to put each of these beliefs in the proposed COE Statement of Diversity into practice?

Progress to Date

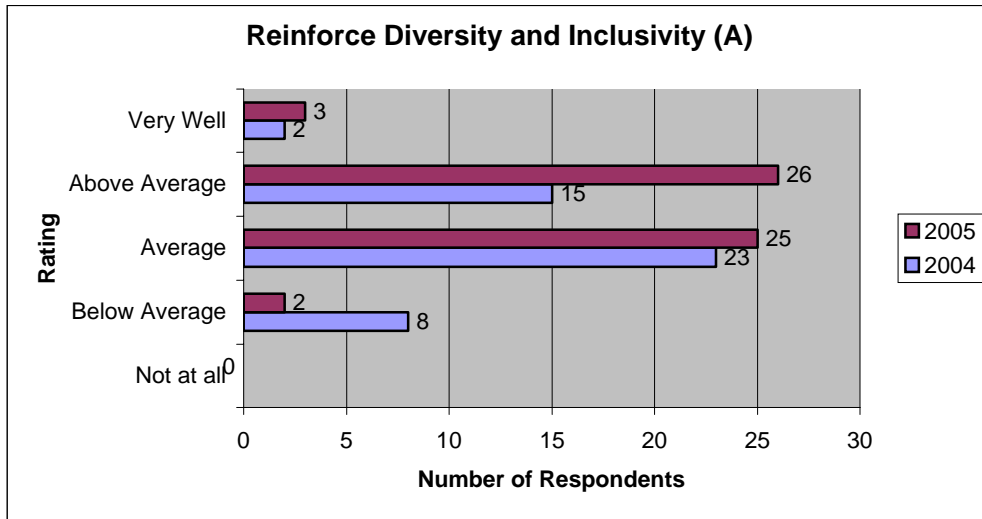
Tabulated results indicated that initially, most faculty and staff believe that we are currently average or below average on the six measures. Results collected a year later indicated improvements in all six areas. Measuring faculty perceptions was not enough so the survey was adapted by the committee members to examine how well our graduating students believe that the College of Education currently addresses diversity and inclusivity issues. These results are monitored regularly by the program faculty and shared publicly with our Consortium, Oregon TSPC, central administration, and the College community during our Annual Data Analysis Review Event.

The Committee members also conducted one on one interviews with students whose personal experiences, heritage, and cultural perspectives we felt would enrich our own understanding of how students experience our College. The findings were shared with other faculty.

Lastly, the Committee is now sponsoring a self-study of our syllabi identifying how and where we emphasize important aspects of inclusivity and multi-cultural education.

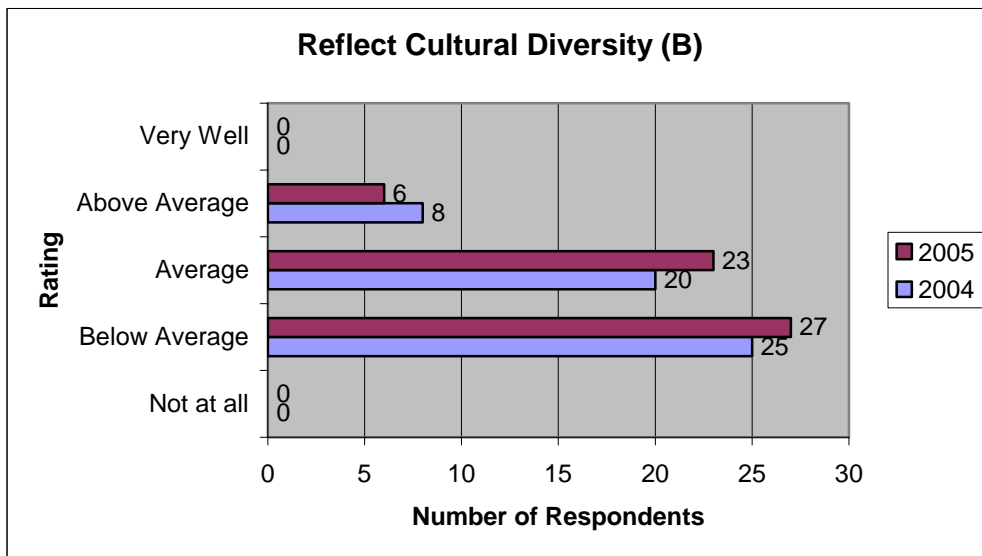
2004 and 2005 Faculty Inclusivity Data

How well does the College of Education reinforce our values of diversity and inclusivity?



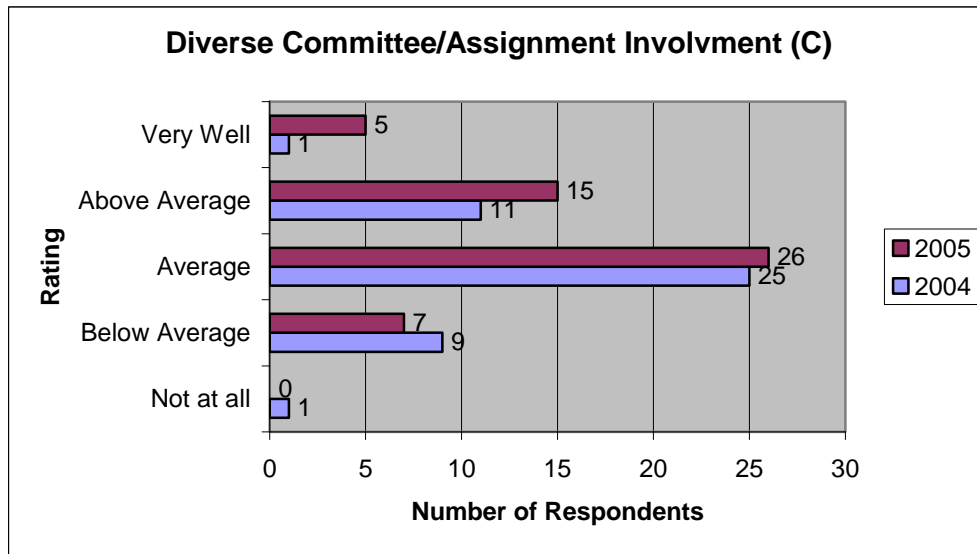
	2004	2005
Not at all	0	0
Below Average	8	2
Average	23	25
Above Average	15	26
Very Well	2	3

How well does our College reflect cultural diversity?



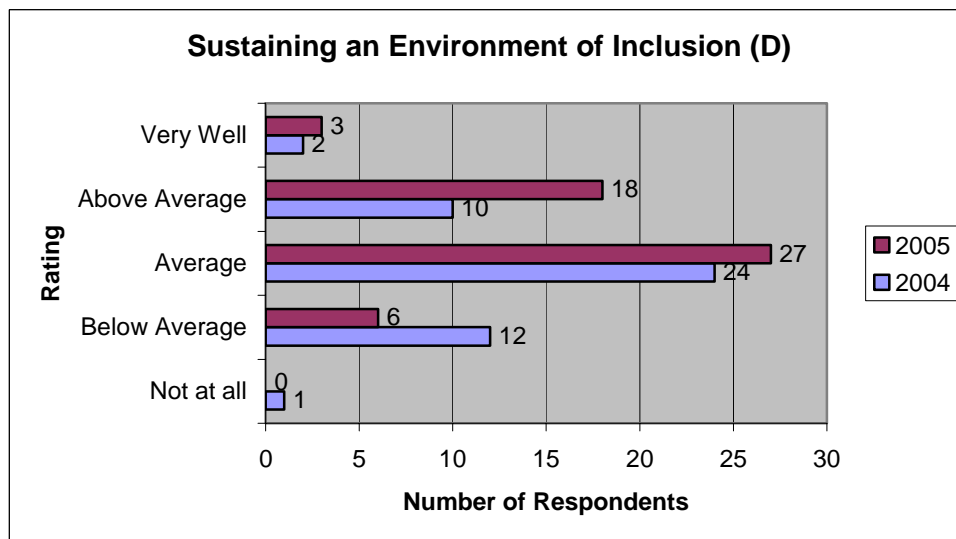
	2004	2005
Not at all	0	0
Below Average	25	27
Average	20	23
Above Average	8	6
Very Well	0	0

How well do we involve qualified people on key committees or in significant assignments representative of the diversity of the campus?



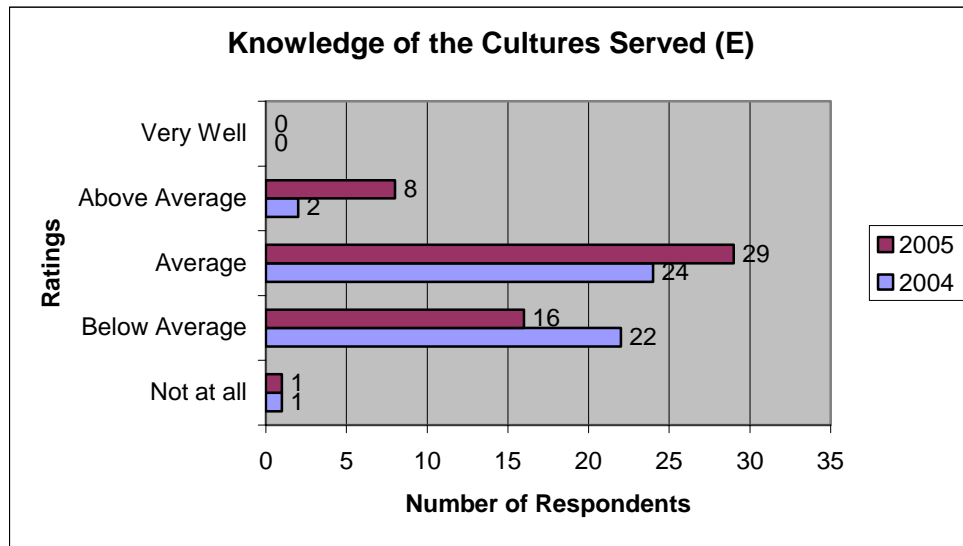
	2004	2005
Not at all	1	0
Below Average	9	7
Average	25	26
Above Average	11	15
Very Well	1	5

How well are we sustaining an environment of inclusion?



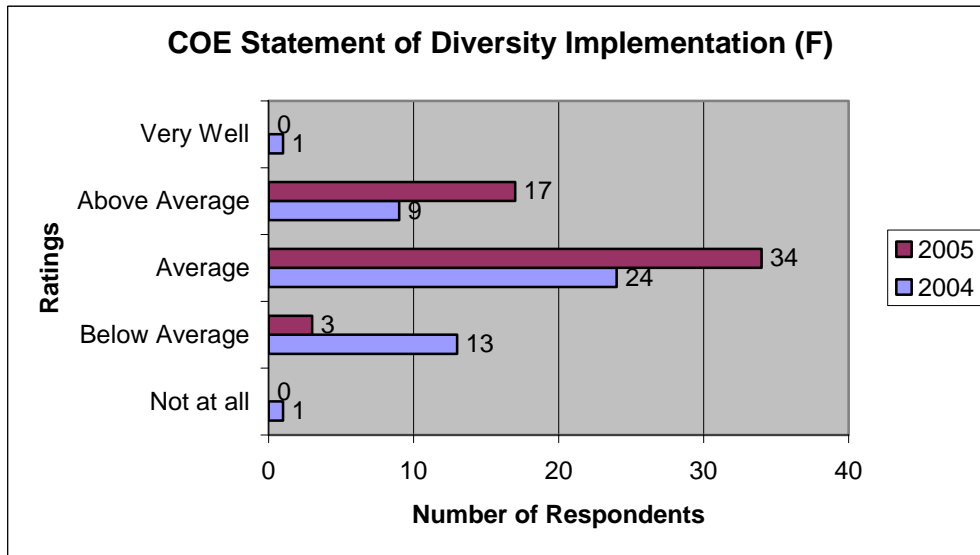
	2004	2005
Not at all	1	0
Below Average	12	6
Average	24	27
Above Average	10	18
Very Well	2	3

How well do we know the cultures of the people we serve?



	2004	2005
Not at all	1	1
Below Average	22	16
Average	24	29
Above Average	2	8
Very Well	0	0

How well is the College doing to put each of these believes in the proposed COE Statement of Diversity into practice?



	2004	2005
Not at all	1	0
Below Average	13	3
Average	24	34
Above Average	9	17
Very Well	1	0

Diversity Data from the Exit Surveys

Fall 2004 to Fall 2005

How well did you know the cultures of the students you taught in your student teaching?

<i>Teacher Ed</i>					
Knowledge of students' culture		F05 (N=26)	SP05 (N=38)	W05 (N= 29)	F04 (N=44)
	Poor-Fair	2	*2	2	3
	Good-Excellent	24	*36	27	41
<i>MAT</i>					
Knowledge of students' culture		F05 (N=14)	SP05 (N=38)	W05 (N= 13)	F04 (N=6)
	Poor-Fair	5	*2	3	0
	Good-Excellent	9	*36	10	6
<i>Special Ed</i>					
Knowledge of students' culture			SP05 (N=14)		
	Poor-Fair		0		
	Good-Excellent		14		
<i>Deaf Ed</i>					
Knowledge of students' culture			SP05 (N=7)		
	Poor-Fair		1		
	Good-Excellent		6		

How comfortable are you teaching students from diverse backgrounds?

<i>Teacher Ed</i>					
Comfort level teaching		F05 (N=26)	SP05 (N=38)	W05 (N= 29)	F04 (N=44)
	Poor-Fair	0	*2	0	4
	Good-Excellent	26	*36	29	40
<i>MAT</i>					
Comfort level teaching		F05 (N=14)	SP05 (N=38)	W05 (N= 13)	F04 (N=6)
	Poor-Fair	5	*2	2	0
	Good-Excellent	9	*36	11	6
<i>Special Ed</i>					
Comfort level teaching			SP05 (N=14)		
	Poor-Fair		1		
	Good-Excellent		13		
<i>Deaf Ed</i>					
Comfort level teaching			SP05 (N=7)		
	Poor-Fair		0		
	Good-Excellent		7		

Was the knowledge I learned in my program about diverse populations relevant to the lessons I taught?

<i>Teacher Ed</i>					
Relevancy of diversity instruction		F05 (N=26)	SP05 (N=38)	W05 (N= 29)	F04 (N=44)
	Poor-Fair	10	*11	7	19
	Good-Excellent	16	*27	22	25
<i>MAT</i>					
Relevancy of diversity instruction		F05 (N=14)	SP05 (N=38)	W05 (N= 13)	F04 (N=6)
	Poor-Fair	10	*11	5	2
	Good-Excellent	4	*27	8	4
<i>Special Ed</i>					
Relevancy of diversity instruction			SP05 (N=14)		
	Poor-Fair		6		
	Good-Excellent		8		
<i>Deaf Ed</i>					
Relevancy of diversity instruction			SP05 (N=7)		
	Poor-Fair		1		
	Good-Excellent		6		

How well does the College of Education model and reinforce the values of diversity and inclusivity?

<i>Teacher Ed</i>					
How COE models these values		F05 (N=26)	SP05 (N=38)	W05 (N= 29)	F04 (N=44)
	Poor-Fair	2	*5	7	10
	Good-Excellent	24	*33	22	34
<i>MAT</i>					
How COE models these values		F05 (N=14)	SP05 (N=38)	W05 (N= 13)	F04 (N=6)
	Poor-Fair	4	*5	2	1
	Good-Excellent	9	*33	11	5
<i>Special Ed</i>					
How COE models these values			SP05 (N=14)		
	Poor-Fair		4		
	Good-Excellent		10		
<i>Deaf Ed</i>					
How COE models these values			SP05 (N=7)		
	Poor-Fair		1		
	Good-Excellent		6		

DIVERSITY-RELATED PROFESSIONAL DEVELOPMENT

Intended Outcomes

Enhance the College’s professional development opportunities related to diversity.

Progress to Date

Professional Development opportunities were offered by the College of Education that helped refine faculty’s knowledge, skills, and awareness of topics related to Diversity.

Sample Topic	Connection to Diversity	TimeFrame
Sorenson telephone relay system	WOU now hosts innovative telephone systems which allow our deaf students, staff, and faculty to sign to people they call.	half day
Verbal Skills and Mentoring Skills	This training program offered by Performance Learning Systems gives teacher candidates the skills needed to communicate effectively with students, their families, community members, and school personnel.	1.5 days
StudioCode	WOU has purchased licenses to this software to support research on interpreter/sign communication skills both prior to admission and during the program.	1.5 days
eCove Observation Software	Our Special Education faculty are planning to use this software to prepare teacher candidates to collect observational data on students with special needs.	2 hours
Universal Design/Accessible Web Design	Faculty learned how to design websites to improve access for persons with visual impairments or other disabilities.	2 hours
Diversity Training Workshop	Students in the MAT program and selected faculty and staff received over 12 hours of diversity training provided by OEA as part of ED 518.	12 hours
RRCD Brown Bag Series	The purpose of the RRCD Brown Bag Series is to share information with WOU and local communities on topics related to American Sign Language and issues specific to individuals who are Deaf or hard of hearing.	6 two hour sessions
Movie Discussion	We are teaming with the university Diversity Peer Educators to watch and discuss the movie “Crash.”	4 hours
Faculty workshop	The committee is hosting a workshop and lunch with Bill Bigelow, author of "Rethinking Columbus" and contributor to numerous "Rethinking Schools" publications.	4 hours

Lessons Learned So Far

- Scheduling is often difficult due to conflicts with other events.
- Events need to be publicized to faculty in Teaching Research Institute as well as the College of Education and the College of Liberal Arts and Sciences (LAS)—new web-base calendar developed. Advertising of Brown Bag Series needed to be tailored to appeal to broader audience. Conversations began with Student Services to co-sponsor more joint activities.

HIRING A DIVERSITY COACH

Funds were made available during the 2004-05 year to identify and hire a Diversity Coach who would meet regularly with the Diversity Committee and serve as an outside “nudge” and expert to help us continue to make progress. One year later, the Diversity Committee members felt that they had enough internal momentum to continue without the assistance of an outside consultant.



Letter from Diversity Coach, Frances Portillo

It has been my pleasure to work with Western Oregon University College of Education. When I first started it was apparent that the Diversity Committee had already done a lot of thinking and planning and had a clear target in mind. The College of Education stated in their Statement of Diversity developed by the Diversity Committee that “their programs value culturally responsive teaching and view diversity as an asset.”

By inviting an outside specialist in cross-cultural issues to guide, participate and coach the process, the College of Education has reinforced the idea that not all that can be seen and understood comes from within. An outsider’s perspective can often provide a fresh and comparative understanding of the task at hand. Also, by acting as “coach” the outside specialist brings expertise in the field and the experiences of other programs as a contrast. It allows the College members to be full participants in the whole experience.

The Statement on Diversity and Multicultural Education is the foundation for the assessment and ultimately the success of the goal of turning that value into reality. Each stakeholder group dedicated to the success of the School of Education’s attempts to be culturally responsive will be surveyed to gain an understanding of what the current climate is and what they want to achieve. They have already begun the process with faculty and staff and are continuing with students and the communities they serve.

By asking all involved for their view the intercultural dialog has begun. The College of Education realizes that this is a long process with many steps along the way that will build a foundation for understanding and success for years to come.

Frances Portillo
11/15/04

WESTERN OREGON
UNIVERSITY
COLLEGE OF EDUCATION

The College of Education Consortium voted to add a permanent member to its membership whose perspectives and role in the community would strengthen our mission to become more accessible to all students and to affirm diversity in our curriculum and program offerings.



**Comments from April Campbell,
Education Consortium member for the
WOU College of Education**

Western Oregon University's College of Education is working diligently to improve in a variety of areas to better encourage and support diversity. Dr. Hilda Rosselli is spearheading efforts to take a closer look at curriculum, resources, faculty, and student needs as they relate to diversity. Staff is offering interest and support for change.

In doing this, the WOU College of Education—perhaps without realizing it—is providing a voice for individuals who may in the past have felt they were not recognized or supported by Western Oregon University. I believe these efforts by the College of Education are a first step in creating an environment that embraces diversity and encourages professional growth, and thereby engenders student success.

America in its youth was often described as a melting pot: everyone melting together to create a single, homogeneous nation. I prefer the vision of America as a tossed salad—a blending of many ingredients, each retaining its individuality and flavor, but combining together to create an entree more pleasing than any of the ingredients standing alone.

It is exciting to be a small part of an energetic group of people who are committed to making the College of Education a better place in which to learn and grow. I am anxious to witness implementation of the work the College of Education is doing, and hopeful that such efforts can be duplicated in other areas of the university.

Respectfully,

April Campbell, Education Specialist
Confederated Tribes of Grand Ronde