

**Piecing Together the Puzzle of Cultural Competence:  
Broad Sector Collaboration to Prepare Culturally Competent Educators**

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*Carol L. Mack, Portland State University  
Linda Samek, Corban College  
Yvette Webber-Davis, Oregon University System*

**Setting the Context**

Educators around the globe understand that a critical element in fostering student learning at all levels is the active engagement of culturally competent classroom teachers in planning, executing, and assessing learning opportunities for all students. Our statewide collaborative working group has adopted this definition of cultural competence: "The development of awareness, knowledge and skills about all the pluralism in our society (race, ethnicity, gender, social class, educational level, age, sexual orientation, languages, religions, and ability or disability) and the ability to communicate and teach effectively across these cultural differences" (Ibrahim, 2005). This understanding is a work in progress, but our commitment has emerged over more than a decade of collaborative efforts to improve educational opportunities for all children as the student population of our state rapidly diversifies.

Like many states, Oregon is experiencing increased racial/ethnic, socioeconomic, and language diversity. Our state was recently identified by *Newsweek* (2005) as a "Newly Hispanic" state. The Hispanic/Latino population is growing dramatically, with anticipated projections that public school K-12 Hispanic/Latino students will have increased from approximately 13% (73,548) in 2003-04 to 27% (164,000) in 2020 (Oregon Department of Education, 2004). The representation of all public K-12 students of color was 23% in 2003-04; yet, the representation of K-12 teachers of color was 4.7%. In 2003-04, approximately 11% (60,000) of public school students spoke at least one of 138 different languages other than English; nearly 13% (71,000) were special education students; and more than 40% qualified for free or reduced lunches. Many Oregon students rarely, if ever, have opportunities to benefit from the sustained presence of classroom role models with whom they might relate on a cultural level. Educational sectors throughout Oregon are working to lessen the racial/ethnic achievement gaps that are further exacerbated by issues of language barriers, disability, rural isolation, and poverty.

Although the concept of cultural competence is often interpreted as relating to the development of skills within representatives of the dominant culture, it is imperative that *all* educators have opportunities for the meaningful development of cultural proficiencies that enhance their ability to effectively educate increasingly diverse populations of students. Can we *change* what is in an educator's heart? No. Can anyone *force* ideals upon unreceptive people? No. These are not our goals. It has become clear that

addressing the cultural competence issue is more than recruiting and retaining educators from diverse backgrounds. Addressing the issue clearly means preparing all educators, regardless of their backgrounds, to support all students in the process of becoming successful learners.

“Teachers and teacher educators are faced with an urgent responsibility to transform curriculum, teaching, and assessment practices to support the learning of an increasingly diverse cultural and linguistic student population who come to school with a range of experiences and abilities” (Rosaen, 2003). We have many challenges as we find ways to prepare culturally competent teachers to work with our own rapidly diversifying student population. As teacher educators we have a clear mandate to prepare teachers with knowledge, skills, and commitments that allow them to competently teach all children. The National Collaborative on Diversity in the Teaching Force (2004) has issued a call for “cultural competence and diversity in the teacher workforce” which are “critical factors in improving the performance of students of color” (p. 3).

One might legitimately ask why we would choose to collaborate across so many institutions, agencies, and organizations. This collaboration is necessary to be proactive about what we want to accomplish by promoting, developing, and ensuring a culturally competent educator workforce. Conflict over what cultural competence means, and what educators can and cannot advocate for provides an opportunity for learning. “Conflict and heterogeneity are resources for social learning. Although people may not come to share one another’s values, they may learn vital information that would ordinarily be lost to view without engaging the perspectives of those who challenge them” (Heifetz, 1994, p. 34-35). We have come together to better understand what we mean by cultural competence, what our shared vision for cultural competence is, and to determine how we can leverage resources to make cultural competence a reality for all educators.

According to Heifetz, “...an adaptive challenge consists of a gap between shared values people hold and the reality of their lives, or of a conflict among people in a community over values or strategy” (1994, p. 254). Certainly, the debate about what cultural competence is, what it looks like, and what its goals are (e.g. social justice) has been debated among educators, politicians, community, and business leaders in Oregon and across the country. Given the lack of consensus around what cultural competence is, and subsequently why it is needed, it is not surprising that those who have the most to lose are most interested in controlling the conversation.

### **The Stakeholders**

The statewide facilitation and development of appropriately prepared PreK-12 educators requires multi-faceted “drivers” and approaches. Oregon’s stakeholders in this work represent a broad array of groups and individuals, each bringing unique skills and contributions. The work is coordinated by the Oregon Association of Colleges for Teacher Education and began with a subcommittee of that body. As the work progressed, it became clear that adding other stakeholder representatives would enhance the work and provide for statewide coordination. The stakeholders listed below include the groups that have ongoing initiatives around cultural competence, and it seemed wise to collaborate

with these groups for efficiency and best possible outcomes. Given the importance of cultural competence, it might appear appropriate to include legislative representatives in the work. In Oregon, the legislature meets biannually and does not specifically support this type of interim activity. A number of the participating stakeholder groups have political ties and expertise and are able to provide that perspective to the work. The group regularly includes legislators in conferences and summits and seeks their input on major projects. Stakeholders actively involved in the work include:

- **School districts/schools/communities** – This is “ground zero” for classroom interactions, district/school/classroom leadership, student achievement, in-service development opportunities for educators, the implementation of *No Child Left Behind* mandates, and local involvement.
- **Public and private educator preparation programs** – In Oregon, educator preparation opportunities are offered at four-year public and private institutions, with many candidates moving through the pipeline from community colleges into both *undergraduate* and *graduate-level* preparation programs. As the training forum for many of Oregon’s future PreK-12 educators, postsecondary program faculty and administrators have significant roles in modeling and promoting the development of knowledge, skills, and dispositions needed by newly minted teachers, administrators, and other school personnel. Campus programs provide expertise in curriculum and assessment, as well as access to best practices and research.
- **State education agencies** – As the primary stewards of *public education* relating to the *preparation* and *employment* of educators in the state, the Oregon Department of Education and the Oregon University System function in a reciprocal educational environment and work closely in collaboration with community college and private 4-year institution partners on numerous initiatives. These agencies, as well as Oregon’s Community Colleges and Workforce Development (CCWD) agency, serve as liaisons to the state legislature and provide coordinating roles that connect Oregon K-20 public education with the vision and governance of the State Board of Education, the State Board of Higher Education, Joint Board groups and legislative bodies, as well as other parties with education-related interests (e.g., external grant sources, school district and postsecondary institution administrations, etc.)
- **Teacher Standards and Practices Commission (TSPC)** – As the state agency charged with the oversight of educator preparation program standards, educator licensure, and related functions, TSPC is a key partner in the development of policies and practices fundamental to both educator preparation and the state’s educator workforce.
- **State Legislature** – Bi-partisan legislative interests connect the needs and desires of the state’s constituents with the development and oversight of broad public policy and funding issues. In a state with huge geographical diversity (i.e., remote, rural and urban areas), educational issues – including the promotion of access and opportunity – are key legislative concerns statewide.

- **State Education Organizations** – Professional organizations, unions, and local groups influence public perceptions and provide significant opportunities for networking and professional development.

### **The Stakes**

The stakes for Oregon are high in terms of student achievement. As is true across the nation, we have a significant achievement gap among Caucasian and Asian students and their Latino, African American, and Native American counterparts. The State Superintendent of Public Instruction, Susan Castillo, named closing the achievement gap a top priority before she took office in 2003” (2005). Noting that some progress has been made at the elementary level, Castillo said, "We must tackle the low student achievement in middle school and high school with a sense of urgency. Our approach must be grounded in the belief that all kids can reach high levels of achievement" (2005). Goals for stakeholders include:

- **Closing the Achievement Gap** –Annual report cards for districts and the state indicate some forward motion in maintaining Adequate Yearly Progress, but this is uneven around the state. The report cards are available online at: <http://www.ode.state.or.us/search/results/?id=126>
- **Production of Educators with Appropriate Knowledge, Skills, and Dispositions** – At this time just 5 of 18 institutions with educator preparation programs are NCATE accredited, however the Oregon Teacher Standards and Practices Commission’s (TSPC) standards for program approval are closely aligned with NCATE standards, including those related to developing educators who are culturally competent.
- **Demographic Realities/Constituents** – With rapid demographic changes, high poverty levels and remote school locations, teacher preparation programs have not been able to keep up with the need for teachers with the cultural backgrounds who can build bridges between children’s home cultures and the cultural expectation of school. Bridging this demographic divide will be a big step toward closing the achievement. It is even more important for schools with traditionally low retention rates to have teachers who are able to meet the needs of all students, regardless of their backgrounds and challenges.
- **Caring and Competent Educators in Oregon K-12 Schools** –The mission of the Oregon Teacher Standards and Practices Commission is to “ensure that every student in Oregon is taught by caring, competent, and ethical educators” thus preparation programs are expected to recommend for licensure only those teachers, administrators, school counselors and psychologists who are able to meet this goal.
- **High Stakes Implications** –The foundation of this work is the goal to prepare effective educators who, in turn, will serve all students and enable them to meet high academic expectations.

### **The Contributions**

Each stakeholder comes to the table with both desired outcomes and resources to be contributed for the good of the order. Some of the resources that have been used in developing work around cultural competence include:

- **Data** – The Oregon Department of Education (ODE), the Oregon University System (OUS) and others have extensive databases that have been used by multiple stakeholders to provide evidence for grant proposal submissions, reports to the legislature, and evidence of program improvement and candidate competence.
- **Expertise in Curriculum and Assessment** – Public and private educator programs, together with ODE and school districts possess many resources related to curriculum and assessment. However many of these resources are untapped and difficult to access. Thus, part of the rationale for the collaboration was to leverage our resources and develop structures to ensure progress is made toward our goal.
- **Political Influence** – In Oregon, it is difficult to know who will have political influence on any given issue. Public higher education and K-12 education are forced to compete for state resources. On some issues, state education organizations hold political capital. Collaboration with all stakeholders is generally optimal for progress to be made. In working together we are demonstrating what is possible through collaboration of the stakeholders.
- **Statewide Vision** – The fact that so many stakeholders have come together around cultural competence testifies to a shared statewide vision. We believe this is the catalyst for the progress that has been made to date.
- **Networking** – The Oregon Association of Colleges for Teacher Education (OACTE) has served for many years as the network hub. This is a place for all public and private educator preparation programs to come together around critical issues like cultural competence. Just as our work on cultural competence includes the full range of stakeholders, so too have other projects such as research on teacher work samples and development of content standards for licensure rules.
- **Access to Best Research/Practices** – Oregon also has a history of collaborative research and sharing of best practices. Each year the Oregon Association of Teacher Educators hosts a conference for education faculty to showcase their current research projects. Many of these include K-12 partners. Most of the institutions are currently engaged in a statewide collaborative research initiative around use of teacher work sample methodology. This effort includes a focus on development of cultural competence and how it can be assessed in preservice teachers.

### **The Desired Outcomes**

Pulling all of these stakeholders, resources, and opportunities together has been an increasingly robust and comprehensive statewide vision for enhanced access, opportunity, and student achievement.

- **Coalescence of Multiple Goals and Activities** – Early in OACTE’s work around cultural competence, we realized that there were multiple goals, activities, and projects in the state. This particular work seeks to unify the stakeholders, develop common goals, and pool resources to achieve the best outcomes for all.
- **Impact on Student Achievement** – It is expected that an increase in the level of cultural competence for educators will have a direct impact on student achievement, hence, aiding in closing the achievement gap.

- **Meeting Accreditation Standards** – It is critical for all accredited and approved educator preparation programs to meet state standards, and where applicable, NCATE standards around cultural competence.
- **Addressing Institutional/Program Missions** – The inclusion of public and private, large and small, research and teaching institutions means a wide variety of institutional and program missions. Thus, care is given to define initiatives in a way that leads to common goals and a shared agenda.
- **Addressing the Realities of NCLB Implementation** – Achieving AYP, preparing highly qualified teachers, and including families are all part of NCLB implementation. We believe that the goals of NCLB cannot be met until all educators are prepared to meet the learning needs of ALL children.

### **What We Have Accomplished**

In order to maximize the impact of this work, several statewide conferences and summits have been held to share best practices. The first formal event was a Diversity Conference hosted by OACTE in fall of 2002. Its purpose was to examine each institution's attitude towards issues surrounding diversity and cultural competency and develop a state plan to respond to these issues. Representatives from sixteen of the seventeen teacher education institutions attended the conference. The second major event, a Cultural Competence Summit, was held in May of 2004 with financial support from The New York Times and the Wallace Foundation. This brought together a number of key educators and legislators to discuss the cultural competence issue. An additional summit, held in November of 2004, served to showcase current projects sponsored by institutions and community partners. Several panel discussions and a debate highlighted controversial issues. A complete Chronology of Key Statewide Initiatives can be found in Appendix A.

Current activities include an ongoing subcommittee of our state AACTE affiliate, the Oregon Association of Colleges for Teacher Education (OACTE), which is focused on cultural competence development activities. The committee membership includes representatives from public and independent colleges and universities and the public system Chancellor's Office; the state department of education; the state licensing agency; the state NEA affiliate; professional organizations for administrators, schools boards, and school personnel directors; and a representative from the regional educational lab.

As a first formal action, the committee, through OACTE, proposed new language for licensing rules regarding cultural competence. After reviewing the current rules, the subcommittee determined that the existing language supported the development of cultural competence but was not specific enough to demand best practices in preparation programs. The proposed rule changes are included in Appendix B of this document. The Oregon Teacher Standards and Practices Commission discussed the proposed changes in November 2005, and it appears they will adopt the recommendations in a future meeting.

The cultural competence subcommittee of OACTE has organized three working groups to continue the progress that has been made to this point. Current initiatives include:

- A statewide summit to be held in February 2006 for educator preparation programs to share with each other best practices in curriculum, assessment and development of dispositions related to cultural competence,
- Collection, annotation and web archiving of available resources for developing culturally competent educators, and
- Development of assessment tools for programs, faculty, and candidates.

This work is difficult, messy and very rewarding. Our intention is to insure that all newly prepared educators in Oregon are ready to engage all learners in productive ways in learning activities.

### **Continuing On**

With all the competing issues requiring our time, energy and resources, one might ask why we have all remained at the table. To answer this we have drawn once again on the work of Heifetz who talks about issues that generate a certain sense of urgency that encourages people to pay attention to arguments and perspectives different from their own. The “most direct way to ripen the issue will be for the authority figure to take authoritative action on it, which draws immediate attention to it...” (Heifetz, 1994, p. 116). In the case of cultural competence, the issue ripened when State Senator Avel Gordly and others drew attention to the topic, and it became more controversial when the attorney for the state legislature determined that dictating dispositions that required advocacy for social justice violated educators’ first amendment constitutional rights. A sense of urgency was born that led to collaborative adaptive work.

What keeps us at the table is the idea that we are all in this together, that the issue is ripe and that we are the people best equipped to address the issue, which leads to the third principle of “giving the work back to the people” (Heifetz, 1994, p. 262-263). We all felt a sense of empowerment by the collaborative adaptive work that came as a result of the ripeness of the issue. We chose not to look to authorities to define, defend, or devise solutions. “Adaptive work often requires the engagement of parties with competing interests, and in leading the community of interests one has to comprehend the stakes and potential losses within it” (Heifetz, 1994, p. 262).

## References

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**Appendix A**  
Chronology of Key Statewide Initiatives

|        |  |
|--------|--|
| 1970s  | Teacher Standards and Practices Commission (TSPC) requires completion of a Discrimination Workshop for the licensing out-of-state teachers.  |
| 1977   | TSPC requires all teachers to have knowledge of civil rights laws.   |
| 1980s  | Underrepresented minority scholarship programs implemented by Board of Higher Education: Portland Teacher Program, Underrepresented Minority Undergraduate Program.  |
| 1991   | Legislature passes Minority Teacher Act of 1991; hearings held biennially to review progress.  |
| 1995   | Teacher Standards and Practices Commission requires teacher preparation programs to have outcomes related to diversity.  |
| 1996   | Governor signs Executive Order EO-96-30 in recognition of the important relationship between state government and federally recognized Indian tribal governments in Oregon. A forum to maximize intergovernmental relations is established. An Education Committee developed from this effort.   |
| 1997-9 | Board of Education identifies a “citizen” goal for K-12 students related to diversity.   |
| 1998   | Joint Boards of Education (Board of Education/Board of Higher Education) consider diversity in the educator workforce, recommending this as an important common issue for multiple boards/groups to address and proposing the development of an “Action Plan for Diversity in the Educator Workforce.”   |
| 1999   | Legislature passes senate Bill 103 relating to multicultural education policy of public schools.   |
| 2000   | Board of Higher Education expands its definition of diversity to move beyond definitions categorizing underrepresented people by race/ethnicity.   |
| 2001   | Oregon University System produces 10-year study of preparation of teachers by race/ethnicity for “Minority Teacher Act Report” on behalf of state agencies, community colleges, and universities for legislature. <a href="http://www.ous.edu/aca/MTR2001.htm">http://www.ous.edu/aca/MTR2001.htm</a>  |
| 2001   | Oregon University System conducts national study of state policies on cultural competence requirements for K-12 educators, with findings presented to Legislature and stakeholder groups. <a href="http://www.ous.edu/aca/cultcomp.htm">http://www.ous.edu/aca/cultcomp.htm</a> and <a href="http://www.ous.edu/aca/cultcomp2.htm">http://www.ous.edu/aca/cultcomp2.htm</a>  |
| 2001   | Oregon Quality Assurance in Teaching Project, O-QAT (State Title II Teacher Quality Enhancement) develop teacher education website that includes major reports on diversity. <a href="http://www.ous.edu/aca/studies.htm">http://www.ous.edu/aca/studies.htm</a>   |
| 2002   | Oregon Association of Colleges for Teacher Education (OACTE) hold “Statewide Diversity Forum” to share information on practices to better prepare teachers for new cultural competence expectations. <a href="http://www.ous.edu/aca/OACTEdiversity.htm">http://www.ous.edu/aca/OACTEdiversity.htm</a>   |
| 2002   | Oregon’s public universities, including representatives from Colleges of Education, participate in “2002 SB 770 Statewide Training” to learn more about the Government-to-Government process, Oregon’s tribes, tribal customs, and needs.  |
| 2002   | Oregon Association of Teacher Educators (ORATE) and Oregon Quality Assurance in Teaching (O-QAT) co-sponsor “Teaching for Unity and Diversity: Implications for Teacher Education,” attended by 176; forum provided information on practices to better prepare teachers for new cultural competence expectations; keynote speaker was James Banks, University of Washington. |
| 2003   | Oregon University System produces “Minority Teacher Act Report” on behalf of state agencies, community colleges, and universities for the Legislature. <a href="http://www.ous.edu/aca/MTR2003.htm">http://www.ous.edu/aca/MTR2003.htm</a>   |
| 2003   | Oregon Department of Education with SB103 Advisory Committee develops/adopts preamble and definition elements of multicultural education to create Program Guidelines for Multicultural Education. <a href="http://www.ode.state.or.us/search/results/?=80">http://www.ode.state.or.us/search/results/?=80</a>   |
| 2003   | Oregon Department of Education establishes closing the achievement gap as a critical priority.   |
| 2003   | Teacher Standards and Practices Commission proposes Cultural Competence Plan for Action to its Commission.   |
| 2003   | Eugene School District’s LEAD project (Leadership for Education Achievement in Districts) funded by Wallace Foundation establishes performance indicators and measures for cultural competence to  |

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|      | assess K-12 school administrators. Continues to work on development of leadership skills for closing the achievement gap. <a href="http://www.4j.lane.edu/wallace/index.html">http://www.4j.lane.edu/wallace/index.html</a>  |
| 2003 | Oregon Association of Colleges for Teacher Education (OACTE) sponsors campus-based meetings to enable Education & Arts/Sciences faculty to review their campus-based diversity initiatives, as part of the O-QAT project.  |
| 2003 | Oregon Association of Colleges for Teacher Education (OACTE) establishes "Subcommittee on Diversity" to plan an expanded agenda for future action.   |
| 2003 | Oregon University System publishes third edition of <i>The OUS Native American Resource Guide</i> . <a href="http://www.ous.edu/aca/diversity/guide.html">http://www.ous.edu/aca/diversity/guide.html</a>  |
| 2003 | Oregon Department of Education partners with the 9 Confederated Tribes to preserve and teach Native American indigenous language and culture in Oregon schools. Revision of the Oregon Indian Education Plan. <a href="http://www.ous.edu/admin/govtgov.htm">http://www.ous.edu/admin/govtgov.htm</a>  |
| 2004 | Superintendent of Public Instruction establishes Underrepresented and Minority Student Achievement Advisory Team that meets regularly to review policy and steps to be taken to close the achievement gap in Oregon schools.   |
| 2004 | Oregon Department of Education establishes Cultural Competence Charter Group to coordinate efforts within the agency on this work.   |
| 2004 | State Action for Educational Leadership (SAELP) project funded by Wallace Foundation's national K-12 leadership initiative receives Trailblazer's award to sponsor "Cultural Competence Summit."   |
| 2004 | SAELP II grant awarded to Oregon for the identification of 8 new demonstration sites on breakthrough ideas for cultural competence and comprehensive literacy.   |
| 2004 | Portland Public Schools selected by Wallace Foundation for a special award with Boston and Chicago for leadership development in urban districts on cultural competence and literacy.  |
| 2004 | New York Times Knowledge Network < <a href="http://www.nytimes.com/college/collegespecial8/">http://www.nytimes.com/college/collegespecial8/</a> > publishes statements of Oregon leaders on cultural competence, including statements by Senator Gordly, Superintendent of Public Instruction Castillo, Lewis & Clark College Dean Cookson, Portland State University Dean Edmundson, TSPC Executive Director Chamberlain, and Oregon University System Associate Vice Chancellor Zanville and Director of Diversity Planning Webber-Davis. See <a href="http://www.ode.state.or.us/opportunities/grants/saelp/resrcescultcomp.aspx">http://www.ode.state.or.us/opportunities/grants/saelp/resrcescultcomp.aspx</a> |
| 2004 | Invitational "Cultural Competence Summit" funded by Wallace Foundation to Oregon SAELP held at Lewis & Clark College, May 19, 2004. 100+ attendees including state policy makers, college and university teacher and administrator preparation programs (deans + their faculty who teach multiculturalism classes), legislators, K-12 school leaders, others. (See proceedings at link above.)   |
| 2004 | Statewide Higher Education Cultural Competence Summit held November 30, 2004 at Portland State University. Includes poster sessions of each campus' cultural competence efforts with a follow-up panel, policy discussion, taping of NPR's Justice Talking, and a Town Hall meeting. Oregon Association of Colleges for Teacher Education (OACTE) follows up with a debriefing meeting and formation of a Task Force to coordinate various higher education efforts.   |
| 2005 | New standards for administrative licensure (currently before Teacher Standards and Practices Commission; proposed for January 2006) include knowledge, skills, and dispositions related to equity and cultural competence in leadership, instructional improvement, effective management, inclusive practice, ethical leadership, and socio-political context.   |
| 2005 | Budget notes from the Legislature attached to the Oregon Department of Education 2005-07 budget to identify barriers. Example: Oregon statutes currently contain three laws that address diversification: the Oregon Teacher Corps for tuition incentives for teacher candidates to work in high need schools, the Oregon Minority Teacher Act that provides incentives for a culturally diverse teacher workforce, and the Oregon Beginning Teacher and Administrator Act that provides funding for mentorship programs. All three of these laws remain unfunded, even though they could be of considerable value to teacher recruitment and preparation.   |

**Appendix B**  
Proposed Changes to Oregon Administrative Rules (OAR)

**OAR 584-017-0100**

**Objectives for Initial Teacher License**

The unit assures that candidates for an Initial Teaching License demonstrate knowledge, skills, and competencies in each of the five teacher functions.

(1) Candidates plan instruction that supports student progress in learning and is appropriate for the developmental level and demonstrate they are able to:

(a) Select or write learning goals for units of instruction that are consistent with the school's long-term curriculum goals, State content standards and district standards, research findings on how students learn, and the physical and mental maturity of one's students;

(b) Determine the current performance level of one's students with respect to the learning goals established for a unit of instruction;

(c) Establish objectives within the unit of instruction that will be useful in formulating daily lessons and in evaluating the progress of students toward the attainment of unit goals;

(d) Determine content, skills, and processes that will assist students in accomplishing desired unit outcomes, and design learning activities that lead to their mastery;

(e) Select and organize materials, equipment and technologies needed to teach a unit of instruction;

(f) ~~[Adapt unit and lesson plans for exceptional learners, and for students with varying cultural, social, and linguistic backgrounds; and ]~~ **Design and adapt unit and lesson plans for all learners, including students with varying cultural, social, and linguistic backgrounds and for exceptional learners; and**

(g) Estimate the time required within a unit for teacher-directed instruction, student-managed learning and practice, student evaluation/reporting and reteaching/problem solving.

(2) Candidates establish a classroom climate conducive to learning and demonstrate they are able to:

(a) Affirm the dignity and worth of all students and provide the positive support students need to be effective learners;

(b) ~~[Communicate classroom rules]~~ **Establish, communicate, and maintain rules, procedures,** and behavioral expectations that provide a safe and orderly environment for

learning, are appropriate to the level of development of students, and are consistent with laws governing student rights and responsibilities;

(c) [~~When establishing classroom rules and procedures, apply to all students principles of sex equity and racial justice, and apply principles of ]~~ **Employ practices that are equitable and just and support a** least restrictive environment for **all** students; [~~with disabilities;~~]

(d) [~~When establishing and maintaining classroom rules and procedures,]~~ **Model and reinforce** [~~appropriate]~~ **social behavior that supports student learning and development;** [~~and provide meaningful reinforcement when it occurs;~~]

(e) [~~When establishing and maintaining classroom rules and procedures, take into account]~~ **Use knowledge of** the influence of the physical, social, and emotional climates of students' homes and the community **to optimize** [oɪ] motivation, **learning**, and behavior;

(f) Monitor student conduct, and take appropriate action when misbehavior occurs;

(g) Interact thoughtfully and courteously with **all** students and their [~~parents-~~] **families** and **seek to** resolve conflicts in a professional manner, respecting [~~the~~] cultural contexts; [~~of the community;~~]

(h) Use classroom time effectively to provide maximum time for learning;

(i) Manage instructional transitions decisively and without loss of instructional time;

(j) Arrange and set up instructional materials and equipment in advance of class to facilitate their effective and efficient use during lessons; and

(k) Coordinate the use of instructional assistants, parent volunteers, student assistants, and other support personnel to achieve instructional objectives, if these resources are available in the school setting.

(3) Candidates engage students in planned learning activities and demonstrate they are able to:

(a) Choose organizational structures appropriate for the objectives of instruction;

(b) Communicate learning outcomes to be achieved and focus student interest on tasks to be accomplished;

(c) Implement instructional plans that employ knowledge of subject matter and basic skills;

(d) Use a variety of research-based educational practices that ~~[reflect how students learn,]~~ **promote student learning and are** sensitive to individual differences and diverse cultures; ~~[and encourage parent participation;]~~

(e) Emphasize instructional techniques that promote critical thinking and problem solving, and that encourage divergent and well as convergent thinking; and

(f) Monitor the engagement of students in learning activities, and the progress they are making, to determine if the pace or content of instruction needs to be modified to assure that all students accomplish lesson and unit objectives.

(4) Candidates evaluate, act upon, and report student progress in learning and demonstrate they are able to:

(a) Select ~~[and/or]~~ **or** develop **non-biased, valid, and reliable** tests, performance measures, observations, ~~[schedules,]~~ student interviews, or other formal or informal assessment procedures ~~[that are valid and reliable]~~ to determine the progress of all students; ~~[including those from diverse cultural or ethnic backgrounds;]~~

(b) Document student progress in accomplishing State content standards and district standards, prepare data summaries that show this progress to others, and inform students, supervisors, and parents about progress in learning;

(c) Refine plans for instruction, establish alternative goals or environments, or make referrals when appropriate; **and**

~~[(d) Collaborate with parents, colleagues, and members of the community to provide internal and external assistance to students and their families if needed to promote student learning; and]~~ **(NOTE: move to objective 5 – create new 5g)**

~~[(e)]~~ **(d)** Assemble, reflect upon, interpret, and communicate evidence of one's own effectiveness as a teacher including evidence of success in fostering student progress in learning and use evidence of effectiveness in planning further intervention.

(5) Candidates exhibit professional behaviors, ethics, and values and demonstrate they are able to:

(a) Be dependable, conscientious, and punctual;

(b) Meet work schedule demands;

(c) Be aware of the importance of dressing appropriately;

(d) Be aware of, and act in accordance with, school policies and practices;

(e) ~~[Respect cultural patterns]~~ **Understand the organizational culture** and expectations that operate within a school **and that impact students and student learning;**

(f) Interact constructively with colleagues, administrators, supervisors, ~~[educational assistants and parents,]~~ **and other school staff, families, and members of the community;**

**(g) Collaborate with parents, colleagues, and members of the community to provide internal and external assistance to students and their families if needed to promote student learning;**

~~[(g)]~~ **(h)** Perform advisory functions for students in formal and informal settings;

~~[(h)]~~ **(i)** Function as a member of an interdisciplinary team to achieve long-term curriculum goals, and State content standards and district standards;

~~[(i)]~~ **(j)** Exhibit energy, drive and determination to make one's school and classroom the best possible environment for teaching and learning; and

~~[(j)]~~ **(k)** Exhibit energy, drive and determination to become a professional educator.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, ORS 342.147 & ORS 342.165

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 6-2002, f. & cert. ef. 10-23-02