

Why We Created this Notebook

Formed during fall term 2002, the Western Oregon University College of Education Diversity Committee has assisted the College in supporting efforts that:

- T further our understanding of diversity and inclusivity within the context of our work;
- T articulate inclusivity and affirmation of diversity within our College policies, procedures, and environment that supports the recruitment, support, and retention of faculty, staff, and students who represent an array of rich cultural perspectives;
- T examine our curriculum, program requirements, and instructional approaches to mirror a climate and knowledge base that is affirming of diversity and inclusivity.

In preparation for the Oregon Higher Education Cultural Competence Summit in November 2004, members of the COE Diversity Committee developed a display board and notebook that documents our College's Journey Toward Cultural Competence. We identified the following Foundations from which our attention to diversity and inclusivity have emerged:

- Regional Resource Center on Deafness
- ESOL/Bilingual Education Endorsement Program
- Initial licensure and endorsement program in Special Education
- WOU Cultural Diversity Requirement and approved courses
- Part-time Online Master of Arts in Teaching Program

Then the group identified new initiatives that have resulted directly from the COE Diversity Committee's action. These included the following:

- Collaborative Reading Education and Distance Education (CREADE)
- International opportunities for preservice teachers
- Professional Characteristics Assessment form for preservice teachers
- COE Statement on Diversity and Multicultural Education
- Transition-to-Teaching Bilingual Initial Licensure Partnership with Salem-Keizer School District
- Chemeketa Community College Discovery Students: ECE Articulation Agreement
- Academic Advising and Learning Center Pre-Ed Advisor
- Summer Migrant Program at Talmadge Middle School: A WOU Arts Service Learning Initiative
- Project Adelante and Prime Time: An Independence Elementary School WOU Literacy Initiative
- Additional WOU College of Education Consortium member: April Campbell
- COE Diversity Coach: Frances Portillo
- COE Baseline Inclusivity Survey
- Diversity-related professional development opportunities

We invite you to peruse this notebook and to use the contact information on each page to learn more about these exciting COE initiatives.

Wangeci Gatimu
Co-Chair of Diversity Committee

Hilda Rosselli
Co-Chair of Diversity Committee

WESTERN OREGON
UNIVERSITY
COLLEGE OF EDUCATION

**EXISTING FOUNDATIONS:
REGIONAL RESOURCE CENTER ON DEAFNESS**

Cultural Diversity at WOU includes Deaf culture and American Sign Language (ASL). We offer a 6-course series in American Sign Language (ASL). We are one of only a few universities that accept a sequence in ASL as meeting the requirement of a language in a BA degree. In addition, ASL courses are assigned the "D" designation, that is, they are considered diversity courses because we approach ASL not only as a language, but also as a reflection of a culture – the Deaf culture. So in addition to learning to communicate in sign language, students learn the principles of Deaf culture, seeing people who are Deaf as a cultural/linguistic minority to be included, rather than as a disability group to be remediated. These principles of ASL as a valid language, and Deaf culture as diversity are also common themes in our programs to educate skilled Educational Interpreters, and our graduate programs to educate licensed Deaf Educators and Deaf Rehabilitation Counselors. The Regional Resource Center on Deafness (based in the College of Education) houses several grants all aimed at promoting ASL, and Deaf culture.

Teacher Preparation: Deaf Education (TPD) is a two-year master's degree program for both Deaf and hearing individuals planning to become teachers of Deaf children pre-K - 12. TPD advocates a Bilingual/Bicultural approach, meaning that American Sign Language (ASL) is used at all levels in the curriculum along with English, which is typically taught as a second language. Deaf children are viewed not as deficient versions of hearing people, but as a unique variety of humans in their own right, with their own traditions, values, perspectives and culture. To ensure fluency in both ASL and English, as well as competence in both Deaf and hearing cultures (including mainstream American culture and any additional cultures represented within families and classrooms), children need both Deaf and hearing role models. TPD, therefore, actively recruits both Deaf and hearing students who are fluent in ASL and includes a focus on both languages and all cultures throughout the program.

Points of Pride

- WOU offers the only Master's degree in Deaf Education in the Pacific Northwest.
- WOU offers the only degree-bearing American Sign Language and Interpreting program in the Northwest.
- We are one of only six institutions in the U.S. that offers a graduate program in Rehabilitation Counseling for deaf people. Our program has received national recognition for distance learning opportunities for working professionals.
- The Rehabilitation Counseling Deafness program is one of only five CORE approved Deaf/Hard of Hearing programs in the U.S.
- The Regional Resource Center on Deafness brings more than \$1.2 million a year in grants to WOU, much of which provides scholarships for students in related programs.

WESTERN OREGON
UNIVERSITY
COLLEGE OF EDUCATION

**EXISTING FOUNDATIONS:
SPECIAL EDUCATOR PROGRAM**

What It Is

The Special Educator program (Initial license or endorsement) prepares teachers to work with students who have significant to mild disabilities. The program is designed for authorizations at early childhood and elementary or at middle level and high school. The Deaf Education program prepares teachers for all four authorization levels using a bilingual language approach. Special educators are prepared work in self-contained settings, as itinerant teachers and in inclusion settings. There is a focus on working with families and with support services such as speech/language specialists, physical therapists and occupational therapists.

How It Incorporates Diversity & Supports Cultural Competence

The Special Educator program supports diversity at WOU in many ways. We actively recruit qualified candidates who enhance the diversity of our program, and we have a strong interest in bilingual candidates interested in teaching special education. In addition, our courses address multi-cultural assessment, and the issues surrounding working with families from diverse cultures. We seek diverse classrooms for our field-based courses, and evaluation of candidate's performance in field settings includes their attention to issues of diversity. Our philosophical approach to special education is that all students who need specialized services represent diversity in the educational setting. They present diverse learning styles, support needs, communication types, and diverse assumptions about the role of public schools. This, in addition to the fact that they often represent other diversities of race, ethnicity, language, etc.

WESTERN OREGON
UNIVERSITY
COLLEGE OF EDUCATION

**EXISTING FOUNDATIONS:
ESOL/BILINGUAL EDUCATION ENDORSEMENT**

What It Is

Western Oregon University's ESOL/Bilingual Education Endorsement Program prepares teachers to ensure that their English Language Learners (ELLs) succeed in all aspects of their schooling: academics, socialization, linguistic development, acculturation, and physical and emotional health.

How It Supports Cultural Competence

Courses emphasize cultural and community needs of diverse populations, language acquisition, linguistics, curriculum models, classroom strategies and assessment.

Numbers of WOU Students Earning ESOL and ESOL/Bilingual Endorsements

YEAR	ESOL ONLY	ESOL/BILINGUAL	TOTAL
1999	3	2	5
2000	3	1	4
2001	20	5	25
2002	51	8	59
2003	44	12	56
2004	18	4	22
TOTAL	139	32	171

WESTERN OREGON
UNIVERSITY
COLLEGE OF EDUCATION

**EXISTING FOUNDATIONS:
CULTURAL DIVERSITY COURSE REQUIREMENTS AT WOU**

Description

Undergraduate students at Western Oregon University must successfully complete at least six hours of coursework which emphasizes a topic or subject dealing with cultural diversity.

A Sample of Diversity Courses Offered by WOU's College of Liberal Arts:

- ANTH 370D Women in Cross-Cultural Perspective
- BA 392D Management of Diversity
- CJ 436D Minorities, Crime, Social Policy and Social Control
- D170D World Dance
- EC 417D Problems of Economic Development of Nations
- ENG 389D Minority Literature
- GEOG 107D Introduction to Cultural Geography
- HE 465D International Health
- HST 467D Chicana/o History
- MUS 205D Music of the Black Heritage
- SOC 360D Sociology of Gender

Diversity Courses Currently Offered by WOU's College of Education:

- ED 446 Environments for the Diverse Learner
- ED 482/582 Bilingual/ESL Education: Principles and Practices
- ED 483/583 Cultural and Community Needs of LEP Students in the 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

How It Supports Cultural Competence

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.

WESTERN OREGON
UNIVERSITY
COLLEGE OF EDUCATION

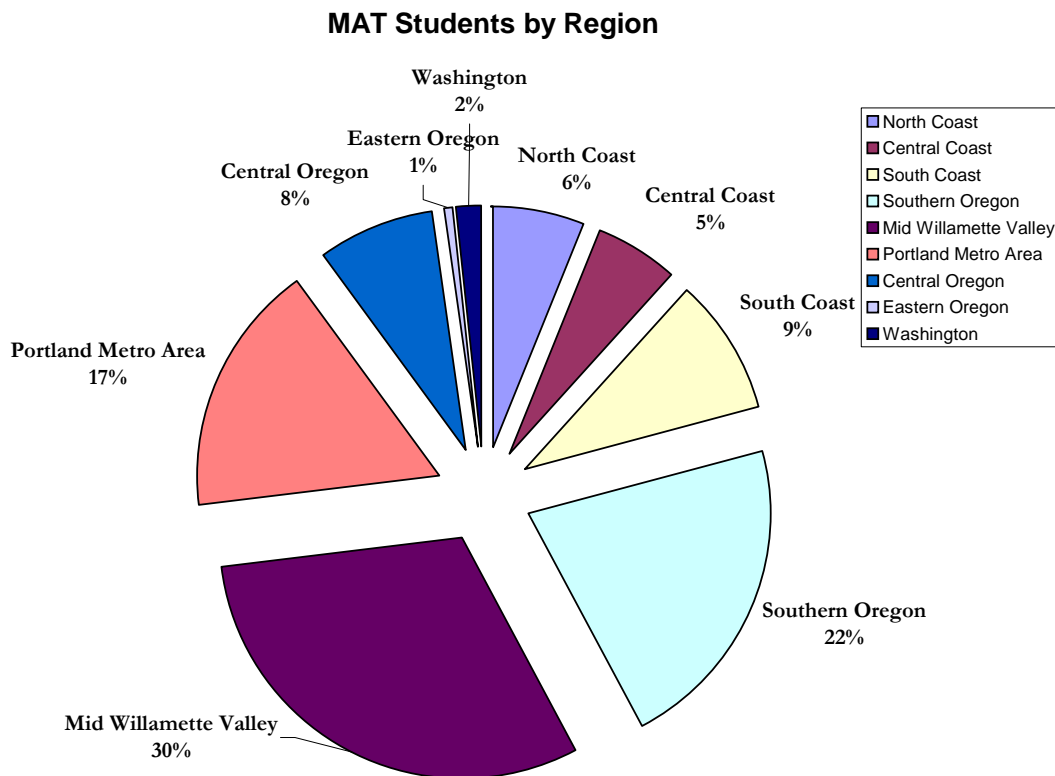
**EXISTING FOUNDATIONS:
PART TIME ONLINE MASTER OF ARTS IN TEACHING PROGRAM**

What It Is

The part-time, web-based Master of Arts in Teaching (MAT) program at Western Oregon University is a graduate level, initial teacher licensure program for middle and high school authorization levels. Students complete courses in a mix of on-line and face-to-face instruction and complete traditional student teaching activities through their local middle or high school. The eighth cohort of students will begin the program in January '05 increasing the number of past and present students to 145 since '00.

How It Supports Diversity

The part-time, web-based MAT program serves to increase student diversity in our licensure programs by allowing students from a wide geographic region to pursue a career in teaching. The part-time model allows students to continue to work in other fields as they transition into teaching accommodating more non-traditional students. Finally, the part-time program allows teachers on emergency certification, typically in high need subject matter areas like foreign language, mathematics, and science, to earn traditional teaching credentials.



WESTERN OREGON
UNIVERSITY
COLLEGE OF EDUCATION

**NEW INITIATIVES:
COLLABORATIVE READING EDUCATION AND DISTANCE
EDUCATION (CREADE)**

Intended Outcomes

Western Oregon University has joined with Eastern Oregon University, Oregon State University, Portland State University and Southern Oregon University to design a distance-delivered literacy education program so that K-12 classroom teachers can learn more about teaching beginning and content area reading and can earn a Reading Endorsement to become a reading specialist. Courses are built around the International Reading Association's *Standards for Reading Professionals* (2003) which incorporate a focus on cultural and linguistic diversity.

Accessibility is key to the CREADE program:

- Teachers can take courses from any of the five universities for their Reading Endorsement
- 95% of the courses are completely online—available to teachers throughout Oregon

Progress to Date

- Forty courses have been newly created or redesigned by the five campuses to offer teachers a selection of 9-11 literacy courses each term.
- Since spring 2003, approximately 280 teachers throughout the state have taken 1-12 literacy courses to improve their ability to teach preK-12 reading/language arts.
- Students in the CREADE program are required to complete a minimum of 3 credits in the thematic area, *Literacy for Diverse Learners*. Among the courses available are
 - ✓ ED 548: Second Language and ESOL strategies
 - ✓ READ 550: Literacy Development for ELL (English Language Learners)
 - ✓ READ 551: Literacy for Special Needs Students, K-12
 - ✓ READ554: Literacy Instruction Strategies with ELL Students, K-12
 - ✓ READ 556: Literacy and Cultural Competence, K-12

Lessons Learned So Far

- Statewide Interest. Nearly 600 individuals throughout Oregon have submitted a CREADE application and expressed interest in taking graduate-level literacy courses; 72% of this group is interested in earning a Reading Endorsement. CREADE applicants reside in 30 of Oregon's 36 counties.
- Tuition Assistance. CREADE staff applied for outside grants to offer tuition assistance for teachers to take the literacy courses and work toward a Reading Endorsement. This has increased the number of teachers enrolling in CREADE courses.

Next Steps

- Continue offering online courses as a partner in the CREADE consortium.
- Expand literacy course offerings using existing faculty or adjuncts.
- Continue to stress aspects of cultural and linguistic diversity in CREADE courses.

For more information: Bonnie Morihara, moriharb@wou.edu

November 2004

WESTERN OREGON
UNIVERSITY
COLLEGE OF EDUCATION

NEW INITIATIVES:
INTERNATIONAL OPPORTUNITIES FOR PRESERVICE TEACHERS

Global Graduates Program: Teaching Internship

Cape Coast University Lab Schools, Cape Coast, Ghana (1996-1997)

Intended Outcomes:

- Live in and learn about Ghana.
- Teach in Ghanaian schools.
- Conduct fieldwork and collect primary source data from many different environments in Ghana.
- Use the data collected to develop curriculum for teaching about Ghana to students in the US which was presented at local professional meetings.

College of Education, University of Wales, Bangor

Preservice Exchange Opportunities (1999-2000)

Intended Outcomes:

- Attend lectures on the history, geography, and culture of Wales. Also learn about the education system.
- Visit urban and rural schools in Bangor and the surrounding areas that teach through the medium of English as well bilingual and Welsh-immersion schools.
- Meet and interact with preservice teachers from Bangor.
- Visit cultural and physical landmarks throughout North Wales.

In 1999, preservice teachers from Bangor visited WOU in a similar program.

Lessons Learned

- The most effective programs are those that involve some type of student teaching experience and, ideally, home stays.
- Visits should be at least four-weeks long.
- Students should create curriculum from data gathered and present or share their curriculum with other preservice or classroom teachers.

Next Steps

- Planning to send students to Kenya following the Ghana model – a combination of home stays, travel, and student teaching in local schools
- Encouraging WOU preservice teachers to participate in Northwest Council on Study Abroad (NCSA) Program in Morelia, Mexico – “Educating Migrant children in Mexico and the Pacific Northwest.”

WESTERN OREGON
UNIVERSITY
COLLEGE OF EDUCATION

NEW INITIATIVES:
PROFESSIONAL CHARACTERISTICS TO BE DEMONSTRATED BY STUDENTS

Intended Outcomes

Formulate/design 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 will 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 the Teacher Education Program, this tool will be included in the Field Experience Workbook and will be completed by the student/supervisor/mentor during terms II, III, and IV of the program. 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 has been designed for inclusion in the Field Experience Workbook, as well as for use by instructors in program courses. The form is being introduced to applicants of the program as part of the admission procedure, and is also being field tested with students in the Teacher Education and Special Education programs in their Field Experiences, beginning with students who entered the program during spring 2004.

Lessons learned so far

- Development of observable indicators of the desired dispositions proved challenging.
- Contributions from team members from varied backgrounds 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.
- 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.

Next steps

The workgroup was re-convened during fall 2004 to consider the concerns of the Faculty, and discussion of evaluative language is moving forward. A set of definitions and a rating scale have been designed for presentation to the workgroup. It is anticipated that these changes will be accepted and incorporated into the tool and will be included in the next printing of the Field Experience Workbook for use with students entering the Teacher Education Program in winter 2005.

This document is being field-tested in the Division of Teacher Education. Copies of the document have been provided to each College of Education program for adaptation to each program's particular needs.

For more information: Brent Hawkes, hawkesb@wou.edu or Mary Scarlato, scarlatom@wou.edu

Professional Characteristics Demonstrated by the Student

Circle One: Term II, Term III, Term IV

Student Name: _____

Dispositions	Little Evidence	Some Evidence	Strong Evidence
<p><i>Place an "x" in the column of the descriptor that best describes student performance. Please use the descriptors on the outside flap as a guide for making your decisions.</i></p>			
<p>Collaboration: The student works with others to achieve a common goal.</p>			
<p>1.1 Interacts constructively with peers/colleagues, administrators, supervisors, staff, mentor teachers, and parents</p> <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 <p>1.2 Functions as a contributing member of an instructional team to achieve long-term curriculum goals, state content standards, and district standards.</p> <ul style="list-style-type: none"> • Communicates effectively both verbally and non-verbally • Shares ideas and materials • Offers ideas and observations at IEP meetings 			
<p>Honesty and Integrity: The student demonstrates truthfulness, professional behavior, and trustworthiness.</p>			
<p>2.1 Displays honesty and integrity</p> <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 			
<p>Respect: The student honors, values, and demonstrates consideration and regard for self and others.</p>			
<p>3.1 Is respectful of cultural patterns and expectations within a community context</p> <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 			

Dispositions	Little Evidence	Some Evidence	Strong Evidence
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 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 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 as needed 			
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 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 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 			

Dispositions	Little Evidence	Some Evidence	Strong Evidence
Leadership and Responsibility: The student acts independently and demonstrates accountability, reliability, and sound judgment.			
<p>6.1 Is aware of and acts according to school policies and practices</p> <ul style="list-style-type: none"> • Has obtained and read school policy manual • Adheres to class, school, and district rules and policies <p>6.2 Advises students in formal and informal settings</p> <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 <p>6.3 Meets work schedule demands</p> <ul style="list-style-type: none"> • Is prepared for lessons and other responsibilities • Meets and consults with mentor teacher each week to plan lessons <p>6.4 Is aware of the importance of professional appearance and demeanor</p> <ul style="list-style-type: none"> • Dresses professionally • Displays a positive attitude • Communicates in a professional manner <p>6.5 Demonstrates initiative, in an acceptable manner, for introducing programs or practices in a school or classroom</p> <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 			

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

Date

WESTERN OREGON
UNIVERSITY
COLLEGE OF EDUCATION

**NEW INITIATIVES:
COE DIVERSITY COMMITTEE**

The first College of Education Diversity Committee was formed in fall 2002. To involve all COE faculty, the new committee organized a “Diversity Event” on December 4, 2002 attended by two-thirds of the faculty. The event comprised several activities: card activity, the film *Color of Fear*, a guest speaker, interaction through questions, lunch and debriefing. The planning team morphed into a Diversity Committee that serves as a planning arm to assist the College in taking a closer look at the curriculum and resources used in our programs and to support efforts to further our understanding of diversity within the context of our work.

Intended Outcomes

Faculty and graduates of College of Education will demonstrate skills, knowledge and attributes needed to live and work in a diverse world, including:

- Understanding how diversity impacts our individual subject areas and professional development, recognize,
- Understanding and respecting the complexity of diversity,
- Valuing and respecting multiple perspectives, beliefs and lifestyles,
- Demonstrating ability to discuss and negotiate controversial topics,
- Reflecting concern for social justice and cross-cultural communication, and
- As a Teacher Education College meeting the requirements of NCATE’S Standard 4.

Progress to Date

The desired outcomes 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/ difference is a lifelong journey. An open-minded person continuously acquires knowledge, skills, and dispositions in an attempt to become culturally competent. Our coach, Frances Portillo, will help us navigate our individual and collective landmarks on the way.

- The Committee has developed, piloted, and is refining a scenario for use during undergraduate applicants’ interviews that doesn’t simply induce rote responses that may be inconsistent with the applicant’s behavior.
- The Committee is currently reviewing and refining language used in the field experiences booklet, our Teacher Work Sample Methodology (TWSM) rubric, our Dispositions checklist and other documents used in the College to better focus on diversity in all aspects of teaching (cultural modeling).
- The Committee reviewed past practices offering students an opportunity to complete a field experience in a more diverse setting such as the Chemawa Indian School or Portland’s inner city schools. Barriers and resource needs were reviewed with a plan to develop a proposal for securing support for future students selecting this option.
- In 2004, the Committee drafted a Statement on Diversity which is currently under review by all three of our Divisions.

Lessons Learned So Far

1. The breadth of the definition of diversity continues to be a challenge; we are still working on it.
2. Examining diversity from the perspectives of all divisions represented in the College of Education is important in every step because not all departments are preparing K-12 teachers, e.g., deaf interpreters, rehabilitation counselors, etc.
3. The diversity committee members will begin the journey towards cultural competency by examining their personal biases and prejudices – true to the proverb “Doctor heal thyself”
4. Membership in the diversity committee is dynamic. To date, we have 18 members and growing....all the members represent different subject positions which enrich our knowledge, skills and dispositions

Next Steps

We hope with the guide of our coach Frances Portillo that our journey will navigate three landmarks:

1. Personal beliefs
 - Know our differences and acknowledge sources of stereotypes, racism etc
 - Understand and practice cultural competency
2. Curriculum and instruction
 - Examine our curriculum and instruction in the content areas that are taught in the college of education
 - Infuse our curriculum and instruction with ideas of diversity and multicultural education
 - Build instruments of assessing diversity and multicultural issues in our curriculum/and field practices where applicable
3. Environment and policies
 - Examine how welcoming and inviting the physical environment of our college is to diversity
 - Articulate diversity accommodation in policies that govern recruitment, admission, and retention.

For more information: Wangeci Gatimu, gatimum@wou.edu or Hilda Rosselli, rossellih@wou.edu

November 2004

WESTERN OREGON
UNIVERSITY
COLLEGE OF EDUCATION

**NEW INITIATIVES:
COE STATEMENT ON DIVERSITY & MULTICULTURAL EDUCATION**

Intended Outcomes

In order to guide our work, 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, the attached draft statement was developed and sent to all divisions for review and approval.

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.

Next Steps

Finalize each division approval of a statement that can then be posted on our website, prominently displayed in our buildings and literature, and regularly discussed in our classes and meetings as means of guiding our instruction, practices, and policies.

For more information: Wangeci Gatimu, gatimum@wou.edu or Hilda Rosselli, rossellih@wou.edu

WESTERN OREGON
UNIVERSITY
COLLEGE OF EDUCATION

Proposed STATEMENT ON DIVERSITY & MULTICULTURAL EDUCATION

Currently under review by the three Divisions of the College of Education

“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, the following 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 such as racism, historical atrocities, hegemony and powerlessness

WESTERN OREGON
UNIVERSITY
COLLEGE OF EDUCATION

**NEW INITIATIVES:
TRANSITION-TO-TEACHING
BILINGUAL INITIAL LICENSURE INTERNSHIP PROGRAM**

(Partnership Grant between Salem-Keizer School District and Western Oregon University)

Goal of 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.

Accomplishments

- 15 of an original group of 26 interns completed the program
- All 15 who completed the program hold teaching positions for 2004-2005 school year
- Many of the teachers are moving into leadership positions (such as being asked to represent their school and district at national conferences, and also serving as expert resources in specific areas of the curriculum).
- Many have plans for continuing their education
- Some plan to become administrators or mentor teachers for others

Barriers and Lessons Learned

The interns faced new **barriers** and challenges that were overwhelming to them. Some of the barriers/challenges were:

- 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

Some of the **lessons learned** are:

The program need strong leaders who:

- provide ongoing, clear, written communication
- provide support to interns
- help to train district mentors
- work with administrators to understand program
- create collaborative working relationship between University and School district personnel

WESTERN OREGON
UNIVERSITY
COLLEGE OF EDUCATION

**NEW INITIATIVES:
CHEMEKETA COMMUNITY COLLEGE DISCOVERY STUDENTS**

Intended Outcomes

The College of Education at Western Oregon University is in the final stages of completing an agreement with Chemeketa Community College that will allow individuals with an AAS (Associate of Applied Science) degree in early childhood education from Chemeketa to matriculate into our early childhood only program and receive a bachelors degree and an Oregon Initial Teaching license in approximately two years. Up until now, AAS degree recipients usually required almost three years of additional course work to receive a bachelors' degree and licensure.

Progress to Date

A recent report by the National Collaborative on Diversity in the Teaching Force concluded that increasing the number of teachers of color is directly connected to closing the achievement gap for students. (October 2004, Assessment of diversity in America's teaching force: A call to action) Oregon has an increasingly diverse population of students in its public K-12 schools, but school districts have found it difficult to find licensed teachers that represent that diversity. This agreement will help serve that need.

Lessons Learned So Far

Many of the students that enter Chemeketa's early childhood program are first generation college students who see a four-year bachelors degree program as out of reach. In addition, many are minority students who are not confident in their academic skills and are seeking what they think is a less demanding program. For most, however, once they start their college work at Chemeketa, they discover latent abilities that result in success. Thus, the name "Discovery Students." As they discover their ability to successfully complete college work, many of Chemeketa's Early Childhood Education students realize that they are quite capable of pursuing a four-year degree and getting an Oregon Initial Teaching License.

Next Steps

Finalize and implement with agreement with Chemeketa Community College. By reducing the amount of time required to complete both the AAS and BS degree it makes it possible for these "Discovery Students" to reach their goal. And, in addition, for Oregon school districts to find highly qualified, diverse applicants for teacher openings.

WESTERN OREGON
UNIVERSITY
COLLEGE OF EDUCATION

**NEW INITIATIVES:
PRE-ED ADVISING**

Intended Outcomes

More intentional and inclusive pre-ed advising is a recent initiative to interest and support more undergraduates – and particularly more diverse candidates – to enter the teaching profession. The College of Education strives to be inclusive of all students wanting to become educators.

Progress to Date

Dawn Wildfang has been hired as our pre-education advisor. Dawn not only has her B.S.Ed. and M.S.Ed. from WOU but she is also bilingual. She has lived in Mexico and speaks fluent Spanish. This enables her to make connections quickly with Latino/Latina students seeking her help with advising. She also serves as a facilitator by directing students to a variety of resources on campus.

Lessons Learned So Far

- Students need consistent and readily available advice.
- Students from diverse backgrounds are likely to need more advising and encouragement because they may be less familiar with how university programs work.

Next Steps

- Form study groups with peer mentors as students study for CBEST, MSAT, and ORELA, for these tests are seen as a barrier by many students.
- Enlist upper-division mentors for pre-education students as a means of retaining students at WOU.



WESTERN OREGON
UNIVERSITY
COLLEGE OF EDUCATION

**NEW INITIATIVES:
SERVICE LEARNING**

Intended outcomes:

- All WOU initial license pre-service teachers will engage in service-learning.
- Service-learning projects will involve pre-service teachers collaborating with appropriate partners that benefit from the service-learning project and contribute to the planning and implementation of the project.
- Pre-service teachers will use reflection as a means to help themselves and/or their students understand the links that were made between the service projects and the curriculum and WOU teaching proficiencies.

Progress to date:

- All pre-service teachers in the undergraduate initial license program are engaged in service-learning during their final student teaching experience.
- Undergraduate pre-service teachers present their service learning projects to their peers and participate in a service-learning gallery walk
- Pre-service teachers complete a written reflection about the success of the project, what they learned and what the students learned

Lessons learned:

- Because of the time restriction of ten weeks for student teaching, the service-learning projects need to be modest so that all of those involved are not overwhelmed and so that the projects are successful.
- Pre-service teachers need more support to make the service-learning projects more meaningful.
- The notion of “community” needs to be expanded more to include beyond the four walls of the classroom so that diversity and service-learning can be linked more closely.

Next steps:

- Build in more instruction and support for service-learning during their undergraduate final student teaching seminar.
- Begin to include service-learning in the MAT initial license program.
- Have student teachers provide a copy of their service-learning project on a CD so we can create a database of the kinds of projects our students are doing. The database can be analyzed so that we can improve our instruction about service learning, provide better support for service-learning, and emphasize how diversity can take a more prominent role in service-learning experiences.

WESTERN OREGON
UNIVERSITY
COLLEGE OF EDUCATION

**NEW INITIATIVES:
SPECIAL CURRICULUM ACTIVITIES**

Intended Outcomes

A collaborative endeavor with a local Title I School has led to rich multicultural experiences for Western Oregon University pre-service teachers who have been attending Independence Elementary School for their Emergent and Developing Literacy classes. Classes include traditional coursework, as well as authentic experiences with elementary students with diverse needs, and feedback sessions.

Progress to Date

In this setting, Western Oregon University pre-service teachers learn to use a range of assessment procedures to gather data and then design ‘mini-lessons’ based on the assessed needs of the elementary students and the Oregon Standards. In addition, they have opportunities to observe and reflect upon second language support and tutored lessons. Pre-service teachers are learning about the importance of:

- making connections with *all* students
- continual assessment to ensure *all* students receive ‘just right’ instruction and reading materials
- motivating *all* students through the provision of and access to texts at the right level which are personally significant and reflect cultural diversity
- research and collaboration with colleagues to support best practices in the classroom.

Lessons Learned So Far

WOU pre-service teachers are also benefiting from multicultural opportunities extended to them through two enrichment programs at the school: **Prime Time** and **Project Adelante**. In spring 2004, they participated in making books with a paper artist who taught them how to make origami books and Milagros – artwork which has been used for centuries in Latino culture. Recently, they participated in a presentation by Cinco Puntos Press. Publishers Lee and Bobby Byrd have focused their attention on publishing multicultural literature, non-fiction, poetry and children’s bilingual texts from the American Southwest, the US/Mexico border region and Mexico. Research demonstrates that multicultural literature is still underused in schools and Lee Byrd quoted Jane Gangi, who says that this has an enormous consequence for students of color: “Simply put, when literature in the curriculum is largely by and about white people, white children have many more opportunities to practice essential reading strategies than children of color.”

The Byrds also demonstrated the process of publication and read from a selection of distinctive multicultural books published by their company, which discuss issues such as homelessness, children’s rights, fair treatment of minority workers and disability.

Next Steps

Continue this mutually beneficial collaboration with Independence Elementary School.

For more information: Chloe Myers, myersc@wou.edu

November 2004



Lee Byrd from Cinco Puntos Press explains the process of publishing bilingual texts to Western Oregon University Preservice teachers.



Lee and Bobby Byrd from Cinco Puntos Press show how the books that they publish are about real people from the American Southwest, the U.S./Mexico border region, and Mexico.



Bobby Byrd from Cinco Puntos Press reads aloud to Western Oregon University Preservice teachers.

WESTERN OREGON
UNIVERSITY
COLLEGE OF EDUCATION



**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
9615 Grand Ronde Rd
Grand Ronde, OR 97347
1-503-879-2276

WESTERN OREGON
UNIVERSITY
COLLEGE OF EDUCATION

NEW INITIATIVES:
DIVERSITY COACH

Intended Outcome

Hire an outside “Coach” for our College who could help facilitate our alignment of beliefs, perceptions, practices, and policies relative to creating a more diverse and inclusive environments and culturally competent graduates.

Progress to Date

- Spring 2004 – RFP developed and sent to a number of qualified individuals.
- Spring 2004 – COE Diversity Committee reviewed applications and interviewed finalists.
- Summer 2004 – Dr. Frances Portillo selected and hired as our 2004-2005 COE Diversity Coach.
- Fall 2004 – Dr. Portillo met with COE Diversity Committee, facilitated baseline survey with faculty and staff, developed plan for remainder of year.

Lessons Learned So Far

- An outsider’s view and voice are sometimes needed to help us see ourselves more clearly.
- A balance is needed to ensure that the College Diversity Committee and the Diversity Coach plan together.
- Face-to-face meetings, although hard to schedule, are vital to keep everyone’s voice involved.
- Time for meaningful discussion is critical.

Next Steps

Continue the year’s planned activities which include examining our biases, our recruitment/retention/engagement strategies, and our curriculum.

WESTERN OREGON
UNIVERSITY
COLLEGE OF EDUCATION



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

For more information: Portillo Consulting, International, kikaport@aol.com 503-289-3266

WESTERN OREGON
UNIVERSITY
COLLEGE OF EDUCATION

**NEW INITIATIVES:
BASELINE INCLUSIVITY SURVEY**

Intended Outcomes

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.

Progress to Date

Forty-nine faculty and staff from teacher education (22), health and physical education (8), special education (11), Division of Extended Programs (3), and the Dean's office (5) submitted their evaluation of the following six items. Responses were tabulated for each work unit and the total College. (Results attached.)

- How well does the College of Education reinforce our 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?

Lessons Learned So Far

Tabulated results indicate that most faculty and staff believe that we are currently average or below average on the six measures.

Next Steps

- Through a variety of planned activities aimed at developing faculty and staff cultural competence under the leadership of our Diversity Coach, Frances Portillo, we intend that survey results in June 2005 will show moderate to substantial gains in the six measures.
- The survey is being adapted to various stakeholder groups (COE students, internship sites, ethnic minority groups, community members) and representatives of these groups will be surveyed December 2004 to discover how well they believe that the College of Education currently addresses diversity and inclusivity issues.

WESTERN OREGON
UNIVERSITY
COLLEGE OF EDUCATION

COE BASELINE INCLUSIVITY SURVEY RESULTS

Administered September 2004
N = 49 with some “No responses”
One survey discarded as “not interpretable”

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

	No Response	Not at All	Below Average	Average	Above Average	Very Well
Total Responses (49)	1	0	8	23	15	2
Teacher Education (21)	1	0	5	9	6	1
Health & Physical Education (8)		0	0	3	4	1
Special Education (11)		0	2	6	3	0
Div. of Extended Programs (3)		0	0	3	0	0
Other (Dean’s office, staff, etc) (5)		0	1	2	2	0

B. How well does our College reflect cultural diversity?

	No Response	Not at All	Below Average	Average	Above Average	Very Well
Total Responses (49)		0	25	20	8	0
Teacher Education (22)		0	11	7	5	0
Health & Physical Education (8)		0	4	4	0	0
Special Education (11)		0	4	5	2	0
Div. of Extended Programs (3)		0	3	3	0	0
Other (Dean’s office, staff, etc) (5)		0	3	1	1	0

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

	No Response	Not at All	Below Average	Average	Above Average	Very Well
Total Responses (49)	2	1	9	25	11	1
Teacher Education (21)	1	1	5	10	5	0
Health & Physical Education (8)	1	0	1	6	0	0
Special Education (11)		0	2	4	4	1
Div. of Extended Programs (3)		0	0	3	0	0
Other (Dean’s office, staff, etc) (5)		0	1	2	2	0

D. How well are we sustaining an environment of inclusion?

	No Response	Not at All	Below Average	Average	Above Average	Very Well
Total Responses (49)		1	12	24	10	2
Teacher Education (21)		1	6	10	4	1
Health & Physical Education (8)		0	0	3	4	1
Special Education (11)		0	3	6	2	0
Div. of Extended Programs (3)		0	0	3	0	0
Other (Dean's office, staff, etc) (5)		0	3	2	0	0

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

	No Response	Not at All	Below Average	Average	Above Average	Very Well
Total Responses (49)		1	22	24	2	0
Teacher Education (21)		1	10	10	1	0
Health & Physical Education (8)		0	2	5	1	0
Special Education (11)		0	6	5	0	0
Div. of Extended Programs (3)		0	0	3	0	0
Other (Dean's office, staff, etc) (5)		0	4	1	0	0

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

	No Response	Not at All	Below Average	Average	Above Average	Very Well
Total Responses (49)	1	1	13	24	9	1
Teacher Education (21)	1	1	6	9	5	0
Health & Physical Education (8)		0	1	3	3	1
Special Education (11)		0	5	6	0	0
Div. of Extended Programs (3)		0	0	3	0	0
Other (Dean's office, staff, etc) (5)		0	1	3	1	0

**WESTERN OREGON
UNIVERSITY
COLLEGE OF EDUCATION**

**NEW INITIATIVES:
DIVERSITY-RELATED PROFESSIONAL DEVELOPMENT**

Intended Outcomes

Enhance WOU’s staff professional development related to diversity with COE sponsored events.

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.

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 10 participants
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 24 participants
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.	XX sessions sponsored; 20–40 participants

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).
- Sorenson system had implications for Instructional Computing which had to be resolved.
- Advertising of the Brown Bag Series needs to be tailored to students and WOU community.

Next Steps

- A new COE web-calendar was developed to avoid scheduling conflicts and publicize events.
- Conversations begun with LAS faculty to institutionalize verbal skills into undergrad course.
- Hardware has been purchased to facilitate eCove implementation.

For more information: Hilda Rosselli, rossellih@wou.edu

November 2004