

Diversity in Teaching and Teacher Education Initiative

FINAL NARRATIVE REPORT

Due: June 29, 2001

Setting Wright State University

Setting Worrier:

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PART I

Directions: Briefly describe for each of the initiative's four objectives the following:

- a. Rank the degree of implementation
- b. Final status of implementation of Objective Accomplishments
- d. Challenges and Concerns

Objective One: *Design a component in the teacher education curriculum to help prospective teachers understand and acquire a pedagogical repertoire for addressing cultural diversity in the student populations they are likely to encounter.*

- a. On a scale of I to 10, please rank the degree to which your setting has fully implemented the Year Two Action Steps for Objective One.

1 2
partial implementation
3 4 5 6 7 8
(9) 10
full implementation

- b. Final Status of implementation of Objective One

in June of 2000 Wright State University's College of Education adopted a new conceptual framework titled, "Developing the Art and Science of Teaching". The conceptual framework develops around six strands. Diversity is one strand that is a part of all the other strands and the conceptual framework must be referenced in syllabi. Diversity concepts are integrated throughout the curriculum.

There is an introductory course (Teaching in a Pluralistic Society) for each initial certification/licensure program. Children's literature specifically includes reading of books from various cultures. Required reading and literacy courses in each program include diverse literature, the influence of culture on measurement, and responding to non-standard dialect. All students now have placements in diverse settings. Teacher Education faculty engage regularly in dialogue meetings to monitor the progress of implementing the new conceptual framework. These meetings have led to statements from minority faculty about their perspectives, as well as majority faculty about subjects in which they were ignorant. Diversity discussions are also being held with partner school districts.

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c. Accomplishments pertaining to Objective One

Diversity as a major strand in the new conceptual framework was accepted. Placement of teacher candidates in urban and suburban settings is required. Syllabi for the courses reflect the diversity strand of the conceptual framework. Students are required to take at least one class reflecting the value of cultural diversity. Pedagogical strategies related to cultural diversity are a part of most content pedagogy classes.

\$600.00 for funding Wright State's Urban Literacy Institute has been raised so far. Department of Teacher Education faculty with local partner school faculty are dialoguing about diversity.

d. Challenges and Concerns pertaining to Objective One

Continuing to find time for regularly scheduled dialogue meetings, Keeping the interest and motivation of the faculty for participation in the regularly scheduled dialogue meetings high, Ensuring integration of pedagogical repertoire for addressing cultural diversity into all pre-service pedagogy courses, Keeping the leadership focused on implementation of the diversity strand, Guiding the faculty to design and develop an informative evaluation of the impact of the new theory and critical learning experiences, and Change that is not in harmony with the concepts of the conceptual diversity.

ObjectiveTwo: *Foster partner schools where prospective teachers are mentored by experienced teachers demonstrating success with diverse student populations.*

a. On a scale from 1 to 10, please rank the degree to which your setting has fully implemented the Year Two Action Steps for Objective Two.

1 2 3 4 5 6 8 9
 10

partial implementation

N- full implementation

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b. Final Status of implementation of Objective Two

Since the first year of the grant the Wright State University Office of Professional Field Experiences has increased the number of placement sites in partner schools and established a 30-mile radius for the assignment of all teacher candidates. This reorganization ensures that the Wright State students are mentored by more experienced teachers and University faculty who demonstrate success with diverse student populations. Since1999-2000, the Professional Educator Program (PEP) interns are placed by semester in both urban and suburban partner schools for internship experiences. The study focus group at E.J. Brown Elementary is still making progress. When the Associate Dean (who was the chief worrier of the grant and the E. J. Brown Focus Facilitator) returned to California there was a pause in the focus meetings. Two Wright State Teacher Education faculty members accepted the challenge of re-igniting the focus flame. From February 2001 -June 2001 the group met monthly. Their focus was on reading. The final meeting ended with a commitment by the staff to continue the focus group the next school year.

The study group process has expanded to Trotwood Middle School; another of Wright State's partner schools.

After several orientation sessions with a Teacher Education faculty member, one of the three houses agreed to establish a focus study during the 2001-02 school year. An approach to assess the efficacy of study groups is still being determined.

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Accomplishments pertaining to Objective Two

The number of designated schools has grown from eight to twelve.

2000-01 all secondary PEP intern candidates had an internship experience in an urban and a suburban placement.

2001-02 all elementary and secondary PEP intern candidates will have an internship experience in an urban and a suburban placement.

The focus study at E.J. Brown continued after the loss of its facilitator and the participants committed to continue the study during 2001-02.

The focus study concept was expanded to a middle school. One of the houses of the school is committed to a study during the 2001-02 school year.

d. Challenges and Concerns pertaining to Objective Two

Having facilitators who can provide the leadership required for the establishment of effective study

groups is essential to overcome the lack of grant incentives.

Developing an approach for assessing the efficacy of study groups has not materialized yet. There is still a commitment by Wright State faculty members to make it happen.

Establishing a team of teachers from the different study groups as an available resource for workshop is still being considered.

Providing collaboration and coordination for the semester to semester exchange of interns is essential for good communication.

Objective Three: Accelerate efforts of teacher educators to attract minorities into teaching by connecting universities with community colleges and creating or connecting with future teacher clubs in secondary schools.

a. On a scale of 1 to 10, please rank the degree to which your setting has fully implemented the Year Two Action Steps for Objective Three.

1	2	3	5	6
	(7)	8	9	
	10			

full implementation

b. Final Status of implementation of Objective Three

Several meetings with Sinclair Community College for the successful matriculation of its students into a 4-year program at Wright State University have been held. These meetings consisted of explanations of the new Early Childhood Education (ECE) Licensure Program. Arranging class schedules so the new ECE students could attend in the evening and agreeing on the Sinclair

courses that could transfer to Wright State's Program. As an articulation agreement between Wright State and Sinclair College moved toward completion, a stoppage in communication occurred. After preliminary inquiry as to why an impasse had been reached, the assistant dean of the college of Education was assigned to reopen the discussion. At the present time, potential courses to be included in an articulation agreement are being identified by Wright State faculty in the Department of Teacher Education. Contacts will then be made with appropriate administrators at Sinclair to discuss a proposed agreement between the two institutions. Dunbar High School of the Dayton Public Schools during the school year 2000-01 was in the fourth and final year of its teacher education program, which was designed to encourage high school students to become interested in the field of education. The Teacher Education Program, the Future Teachers of America Organization, and a service learning project will give high school students the opportunity to tutor and teach elementary students, complete lesson plans, and work on curriculum alignment. Three teachers and one counselor from the Dunbar faculty along with a Teacher Education faculty member from Wright State are committed to continue the process during the 2001-02 school year. The sponsorship of a Dunbar Student for the Phi Delta Kappa Teacher Education Camp, participation in an international workshop, the purchase of materials designed for student success in the Teacher Education Program, and the Careers in Teaching Club at Wright State are symbolic of the Wright State's commitment.

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c. Accomplishments pertaining to Objective Three

An articulation agreement between Wright State University and Sinclair Community College is near completion. Wright State provided a scholarship for Dunbar student to attend and participate in Teacher Education Camp. Three Dunbar teachers, one counselor, and a Teacher Education faculty member from Wright State are committed to continue with the Teacher Education Program and the Careers in Teaching Club. A service learning grant was written by Dayton Public Schools, and Wright State's College of Liberal Arts and College of Education to encourage students in Service Learning activities in the Teacher Education Program.

d. Challenges and Concerns pertaining to Objective Three

Keeping the discussion between Wright State University and Sinclair on an articulation agreement moving forward.
 Developing a process for the formation of a peer network between Dunbar High School students and Wright State students.
 A \$25 000 Grant for the continuation of the program at Dunbar was not funded. Funding for the grant next year will be sought. Better collaboration between Dunbar and Wright State University is needed for success in being funded.

Objective Four: Work with state policy makers toward the development of funded conduits to guide minorities into teaching and the provision of continuing support for the partner schools referred to in Objective Two.

a. On a scale from I to 10, please rank the degree to which your setting has fully implemented the Year Two Action Steps for Objective Four.

2 3 4 5 6 8
 9 10

partial implementation

N- full implementation

b. Final Status on implementation of Objective Four

Since the year 2000, Dean Greg Bernhardt of the College of Education and Human Services at Wright State University has been working with the Ohio Department of Education (ODE) and the Ohio Board of Regents (OBR) to impact policy to diversify the teaching force. Greg volunteered to be Ohio's co-point person to the National Commission on Teaching and America's Future (NCTAF) and he is currently serving as chairperson of the 13 member State University Education Deans (SUED). Greg's leadership in NCTAF and SUED has moved these bodies to focus on increasing the number of diverse teachers in Ohio and served to, "overhaul teacher recruitment and put qualified teachers in every classroom". Also, he supported the January 2001 budget proposal from ODE and OBR for the biennium 2001-03 which included several initiatives to recruit and keep a diversified teaching force, "Ohio's vision for 2006".

Each of the initiatives has a program and budget requested. It will not be known until late spring whether the legislature and the governor will adopt some, none or all of the recommendations.

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c. Accomplishments pertaining to Objective Four

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The Ohio Department of Education and the Ohio Board of Regents has selected Wright State University as one of only three schools to model best practice and to facilitate school-community-university partnership.

NCATE standards in Diversity will be used in Ohio to evaluate all programs effectiveness. Wright State's

College of Education and Human Services newly implemented conceptual framework has diversity as one of the six strands. Diversity is reflected in all the strands.

Wright State's College of Education and Human Services has established 26 graduate fellowships for under-represented groups to get "full rides" in graduate education.

Wright State's CEHS has received 3 - \$50,000 yearly grants to support minority teaching candidates as

part of Ohio's Department of Education diversifying the teaching force initiative.

d. Challenges and Concerns pertaining to Objective Four

The accomplishments through NCTAF and SUED are the results of two years political wrangling.

Political

Policy initiatives are impacted by changes in the legislature and governors priorities.

The current projected recession is giving pause to predictions whether all proposals will be funded.

Dayton is the number one community in Ohio for Charter Schools. These schools are siphoning out of the urban public schools the best teachers, especially minority teachers. The shortage of minority teachers in

urban public schools may actually decrease. Charter schools are successful in some areas of academics and are creating social equity issues in other areas.

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PART 11

1 Briefly describe your setting's plans to sustain part or all of the strategies and activities

undertaken in each of the four objectives.

- Objective 1** The Conceptual Framework of the critical learning dialogue experience developed for each course will be sustained through monitoring, dialoguing, orienting new faculty members with strong leadership from the dean and chairs.
- Objective 2** Study focus groups at E. J. Brown and other partner schools will be sustained through the leadership of partner school administrators, Teacher Education leadership, and committed Teacher Education faculty members facilitating the study.
- Objective 3** The commitment to establishing an articulation agreement between Wright State University's College of Education and Human Services and Sinclair Community College by the dean of CEHS is strong. He has charged the newly appointed assistant dean to obtain an agreement. The agreement will be sustained through building positive relationships between both institutions.

Wright State University's College of Education and Human Services is building a relationship with the future teacher's club of Dunbar High School and is using a Service Learning grant that will encourage secondary students to become involved in teacher education programs. The sustainability of this objective will hinge upon Department of Teacher Education faculty working to continue to develop the relationship through collaboration, cooperation and facilitation.

2. The NNER Annual Meeting is taking place October 25-28, 2001 in Denver, Colorado

I plan to attend and would like to participate in the diversity presentation.

I am unable to attend.