

**INVITATIONAL SUMMIT ON
CULTURAL COMPETENCY**

MAY 19, 2004



**CULTURAL COMPETENCY SUMMIT
PROCEEDINGS**

**Sponsored by
Oregon Department of Education
Oregon University System
Teacher Standards and Practices Commission
The Eugene School District LEAD Project
and the
Oregon State Action for Education Leadership Project**

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CULTURAL COMPETENCY SUMMIT PROCEEDINGS
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June 16, 2004

Dear Colleague:

It is my pleasure to share with you the *Proceedings* from the statewide Invitational Summit on Cultural Competency, held last month at Lewis & Clark College. The Summit and this report reinforce the importance of engaging educators and communities statewide in the effort to close the achievement gap. It also will assist us in fostering a teacher and leadership workforce that is equipped to meet the needs of Oregon's increasingly diverse P-16 student population.

As I mentioned in my opening comments at the Summit – now is the time for action. For my part, I am directing the staff of the Department of Education to review these *Proceedings*, analyze the input provided to the agency, and demonstrate progress in enhancing the cultural competency of the agency staff and Oregon's P-16 workforce. The Department of Education will also be examining strategies to integrate our efforts in cultural competency with school district improvement planning.

In this report we have identified a working definition of cultural competency and outlined key indicators for what it means to be a culturally competent educator. We have also set out clear indicators for what a culturally competent education system is and identified initial steps to accelerate progress. However, this report is not complete without the input of educators, lawmakers, and community leaders like you. It is my hope that educators across the state will use this document to inspire thought and action at the personal and system level.

If we are to create the kind of education system that truly helps every student achieve success, then educators and citizens across the state need to make public their personal and institutional commitment to every student. I call upon our state and local education leaders to advance this essential work with dialogue and timely action. Our collective leadership is imperative in order to close Oregon's achievement gap and create more opportunities for our students to achieve their dreams.

Thank you for your dedication and contribution in this urgent need. I look forward to hearing from you after you review the report findings, and I look forward to continuing our statewide partnership as we move toward our goal of every student, every day—a success!

Sincerely,

Susan Castillo
Superintendent of Public Instruction

INVITATIONAL SUMMIT ON CULTURAL COMPETENCY
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CULTURAL COMPETENCY SUMMIT PROCEEDINGS

Introduction

On May 19th, 2004 over 100 of the State's leaders in education gathered in Portland at Lewis and Clark College to engage in a dialogue about cultural competency. The Summit was sponsored by the Oregon Department of Education, Oregon University System, Teacher Standards and Practices Commission, Eugene School District LEAD Project and the Oregon State Action for Education Leadership Project and was supported by a grant from the Wallace Foundation.

The Summit is the latest step in the State's 30-year effort to craft a diverse K-12 educator workforce.¹ Senator Avel Gordly's persistent advocacy at the state level for policies leading to a cultural competent education system was—and continues to be—instrumental in creating the political momentum this work requires. Key statewide initiatives impacting the development of a diverse and culturally competent K-12 educator workforce include: implementation of a TSPC Discrimination Workshop requirement for licensure (1970's), the Minority Teacher Act of 1991, and Senate Bill 103 on Multicultural Education (2003). In 2001, the Oregon University System conducted a national study of state policies on cultural competence requirements for K-12 educators. Two years later, the Teacher Standards and Practices Commission (TSPC) proposed a Cultural Competency Plan of Action to its Commission. The Summit builds on this work by engendering the focus and commitment from a diverse group of stakeholders required to transform education policy and practice.

State Superintendent Susan Castillo set the stage for the day with an impassioned opening address in which she asserted that to be successful with all students, the state of Oregon required a culturally competent P-16 education system. Evoking notions of equity and social justice, Superintendent Castillo commented: "The work we do today is about keeping the doors open for all students." Superintendent Castillo also noted the urgency in moving from talk to action: "The time for talking is over. We must roll up our sleeves and get to work."

A. Participants

For many participants, the most compelling aspect of the Summit was "the people". They valued the opportunity to converse with a diverse set of stakeholders who share a commitment to crafting an educator workforce with the skills required to educate all students to high levels. The Summit pulled together an ethnically, racially, and linguistically diverse group of education leaders from multiple segments of the Oregon education system.² Given that the state of Oregon is 86% white, it was striking that 50% of the participants were people of color. Additionally, representatives from the K-12 system, higher education and the policy arena were present including teachers, principals, district administrators, legislators, representatives from the Oregon Department of Education, education association representatives, deans and faculty from

¹ A complete chronology of statewide initiatives impacting the creation of a diverse and culturally competent educator workforce can be found in the appendix.

² Participants were selected by the Summit Steering Committee, which had representation from key sponsors.

higher education and community colleges, and representatives from community based organizations.

B. Summit Objectives

The group was charged with crafting a definition of cultural competency, identifying indicators of cultural competency, delineating system expectations and needs, and identifying the actions required to move from concept to implementation.³

Summit participants were organized into twelve tables seating eight people each. Most of the work occurred at the tables with opportunities for each table to report back to the entire group. Participants were organized into stakeholder groups at the end of the day to outline their respective action plans.

C. The Report

By the end of the Summit, the walls of the conference room at Lewis and Clark were plastered with pieces of poster paper representing the collective work of the participants. In an effort to provide participants with a transcript of the day's work, the poster paper notes were transcribed, almost verbatim, and organized into summary documents that can be found in the appendix of this report.

This report aims to both document and analyze the work of the Summit by capturing the process and the products of the day. As a working document, it synthesizes the work and moves it forward, thus maintaining the momentum generated by the Summit.

Summary Analysis

A. Definition of Cultural Competence

Before the Summit, the Cultural Competency Summit Steering Committee circulated the following working definition (shown on the following page) to be used as a reference point for the Summit discussion. Summit participants began the day by reflecting individually on a draft working definition of cultural competence. They were asked to identify what they liked, what concerned them, and suggestions to improve the definition. Each table was charged with identifying and agreeing on the *essential elements* of a definition of cultural competence.⁴

³ The day's agenda and an outline of the work are provided in the *Participant Guidebook*. A copy of the *Guidebook* can be found in the appendix of the report.

⁴ See "Definitions of Cultural Competence" in the appendix for a summary of each table's work.

Working Definition of Cultural Competence

Cultural competence is a developmental process occurring at individual and system levels that evolves over an extended time period. Cultural competence requires that individuals and organizations:

- a.) Have a defined set of values and principals, demonstrated behaviors, attitudes, policies and structures that enable them to work effectively in a cross-cultural manner.
- b.) Demonstrate the capacity to 1.) value diversity, 2.) engage in self-reflection, 3.) manage the dynamics of difference, 4.) acquire and institutionalize cultural knowledge, and 5.) adapt to the diversity and the cultural contexts of the communities they serve.
- c.) Incorporate and advocate the above in all aspects of leadership, policy making, administration, practice, and service delivery while systematically involved customers, key stakeholders, and communities.

While some tables opted to create their own definition from scratch, overall, the majority of the tables crafted a definition of cultural competence by editing or amending the working definition. Several common elements or themes emerged from this work:

Notions of Equity and Social Justice: The work notes produced by many tables indicate a consensus that cultural competence is more than more just effectively meeting the needs of all students by providing teachers with the requisite knowledge and skills. Rather, cultural competence entails actively challenging the status quo and advocating for equity and social justice. For example, one table noted the need to incorporate “institutionalized notions of power, privilege, and oppression” into the definition. Another table noted the need to “acknowledge power differences and silencing.” Thus, for many, cultural competence is transformative and political.

Define Culture: Most of the tables felt that the overall definition of cultural competence required a definition of culture. Many tables added pieces of the fourth and fifth sample definitions of cultural competence that was provided to Summit participants.⁵ Moreover, noting that the working definition seemed too narrowly focused on racial and ethnic diversity, several tables expressed the need to incorporate economic and language diversity.

Individual and System: Overall, participants agreed that cultural competence occurs at an individual and system level and appreciated that this was captured in the working definition.

Developmental Process: Many participants agreed that cultural competence is an ongoing developmental process; that cultural competence requires individuals and organizations to possess a set of dispositions (principles, values, knowledge, skills, and policies) that

⁵ All Summit participants received a Pre-Summit Packet that included: the working definition of cultural competence, a list of the sample definitions, a chronology of key statewide initiatives impacting the development of a diverse K-12 educator workforce, essays (6) from state leaders in education outlining the importance of a culturally competent educator workforce, and an overview of the demographics of Oregon’s student population. A copy of the Pre-Summit Packet can be found in the appendix.

facilitate and promote respect for all and allow them to work effectively in a cross-cultural manner.

Word Choice: For many, the term “competence” was either inappropriate or inadequate. Several tables suggested “proficiency” instead. Additionally, although the definitions suggested by many tables did not reflect it, most tables objected to the term “customer” opting instead for “individuals and communities.” For some, “customers” indicated a corporate tone.

Overall, there was agreement among participants about the essential elements of a definition of cultural competency. With the exception of four tables, most tables simply tweaked the working definition by adding elements and editing the language. The following page shows a new working definition of cultural competence that attempts to incorporate the essential elements of cultural competence identified by Summit participants.

Revised Definition of Cultural Competence

Cultural competence is based on a commitment to social justice and equity.

Culture refers to integrated patterns of human behavior that include the language, thoughts, communication, actions, customs, beliefs, values, and norms of racial, ethnic, religious, or social groups .

Cultural competence is a developmental process occurring at individual and system levels that evolves and is sustained over time. Recognizing that individuals begin with specific lived experiences and biases, and that working to accept multiple world views is a difficult choice and task, cultural competence requires that individuals and organizations:

- a.) Have a defined set of values and principles, demonstrated behaviors, attitudes, policies and structures that enable them to work effectively in a cross-cultural manner.
- b.) Demonstrate the capacity to 1) value diversity, 2) engage in self-reflection, 3) facilitate effectively (manage) the dynamics of difference, 4) acquire and institutionalize cultural knowledge, and 5) adapt to the diversity and the cultural contexts of the students, families, and communities they serve, 6) support actions which foster equity of opportunity and services.
- c.) Institutionalize, incorporate, evaluate, and advocate the above in all aspects of leadership, policy-making, administration, practice, and service delivery while systematically involving staff, students, families, key stakeholders, and communities.

B. Indicators of Cultural Competence

Participants were asked to identify key indicators of cultural competence. They were prompted to think about what educators should know and be able to do; to identify the skills and knowledge educators should possess.

There was amazing convergence around several issues. Overall, the indicators identified by participants fell into the following categories⁶:

⁶ An unabridged and unedited list of the indicators identified by Summit participants can be found in the appendix.

Equity Issues

- Exhibits capacity to promote equity of student access and outcomes
- Advocates for social justice
- Exhibits awareness of key concepts: privilege, affirmative action, assimilation vs. pluralism, color blindness vs. color awareness, meritocracy, etc.
- Ability to identify, discuss, and challenge institutional racism and bias
- Recruits and promotes the success of a diverse staff – creates a respectful and collaborative environment
- Awareness of laws and policies affecting learners

Educator Self-Awareness

- Ability to suspend and reflect on cultural assumptions
- Ability to receive and integrate critiques of cultural competence
- Shows a commitment to continuous education about the educational implications of race, class, and language diversity
- Seeks knowledge of diverse cultural perspectives
- Ability to engage in personal self-reflection around issues of race, ethnicity, class, and privilege
- Shows awareness and understanding of the ways in which culture influences one's actions and other's perceptions of you
- Exhibits and awareness of one's own cultural identity, biases and beliefs
- Exhibits and non non-judgmental openness to new experiences
- Understands the history of oppressed groups

Interpersonal Skills

- Demonstrates respectful and welcoming verbal and non-verbal interaction skills.
- Ability to forge relationships with someone from a different culture
- Exhibits strong cross-cultural interpersonal skills
- Ability to bridge differences and build community
- Ability to empathize
- Ability to listen
- Ability to navigate conflicts around race, ethnicity, class, and language in a safe and productive manner

Classroom and School Environment

- Ability to create an environment that is respectful and safe
- Ability to establish trust and build relationships
- Ability to ensure the safety of all students, especially those that are physically, emotionally or socially vulnerable
- Ability to engage in respectful communication that puts people at ease
- Ability to act in an nonjudgmental and sensitive way

- Ability to create an environment that is culturally inclusive
- Ability to identify and capitalize on the cultural assets of students to promote learning for all
- Ability to be inclusive of all students, staff, and parents
- Ability to create an environment where multiple perspectives are valued
- Ability to work collaboratively with students, staff, and parents from diverse racial, ethnic, class, and language backgrounds.
- Ability to facilitate and inclusive learning environment

Curriculum and Teaching

- Promotes high expectations for all students and colleagues
- Ability to use disaggregated data to evaluate efficacy of instructional strategies and class content
- Exhibits ability to teach students to value and respect diversity
- Exhibits the ability to embed culture in curriculum and instruction
- Ability to teach to each student and differentiate instruction and assessment
- Demonstrates knowledge of effective classroom practices
- Exhibits a strong foundation in principles of multicultural education
- Ability to transform the curriculum to enable students to learn new concepts, issues, events, and themes from the perspectives of different racial, ethnic, class and language groups
- Exhibits knowledge of student, staff, and community demographics

Organizational/Institutional Indicators

- Cultural competence part of the school mission
- Open to formative assessment and evaluation of equity
- Reduces the achievement gap and ensures success for all students
- Implements a mechanism for feedback from diverse stakeholders
- School communications are translated into the languages spoken by student population
- Engages in community dialogue around values, beliefs, and commitments

As with the definition of cultural competence, participants identified indicators of cultural competence focused on educational equity. For many, cultural competence was more than making school environments more welcome to parents and communities, implementing a multicultural curriculum, and staffing schools with culturally sensitive educators. Culturally competent educators understand the ways that schools reproduce inequality and thus not only work to ensure equity in access and educational opportunity, but they strive for equity in student outcomes.

C. Building for the Future: Stakeholder Roles and Actions

Participants were asked to identify the roles and responsibilities of various stakeholders in moving from the concept of cultural competence to the implementation of standards and expectations in the educational system. Everyone had an opportunity to state what they needed or expected from each stakeholder group represented in the room including associations, district

leaders, higher education and community colleges, legislature, Oregon Department of Education, teachers and counselors, Teacher Standards and Practices Commission, and school leaders. Later, participants were reorganized into stakeholder groups and charged with outlining specific actions to take over the next 6 months, 1 year, and 5 years.⁷ Below is a summary of the action plans recommended by each stakeholder group.

Stakeholder Roles and Actions

Teachers and Counselors
<p><u>6 Months</u></p> <ul style="list-style-type: none"> • Model respect and cultural competence • Create an inclusive classroom and a welcoming environment • Promote collegiality and advocate for one another • Provide training and incorporate strategies • Communicate with and advocate for parents and families • Know the curriculum and students • Teach the whole child • Hold students accountable • Become a lifelong learner and self-reflective professional <p><u>1 Year</u></p> <ul style="list-style-type: none"> • Link students with community • Teacher empowerment – mentor one another • Share student stories with stakeholders <p><u>5 Years</u></p> <ul style="list-style-type: none"> • Demonstrate and document cultural competence through work samples and lesson plans • Design curriculum that reflects diversity • Identify, incorporate and act on knowledge of diverse perspectives – demographic shifts/trends, learning styles • Embrace and implement standards • Implement practices that reflect multiple perspectives and learning styles (differentiated instruction) • Apply competencies and believe it • Implement distributive leadership model
School Leaders
<p><u>6 Months</u></p> <ul style="list-style-type: none"> • Model culturally competent behavior • Create a dialogue among school staffs to strengthen the learning community and increase cultural competence • Recruit and hire culturally competent staff • Develop a plan for increasing cultural competence among school leaders <p><u>1 Year</u></p> <ul style="list-style-type: none"> • Communicate with district employees about need for cultural competence • Align SIP with district goals (incorporate cultural competence into goals at both levels) • Set annual SIP that reflects cultural competence <ul style="list-style-type: none"> ○ Establish plan for staff development ○ Allocate resources according to SIP ○ Include Title I and ELL goals with SIP • Develop methods for assessing/evaluating the cultural competence of teachers, administrators, staff <p><u>5 Years</u></p> <ul style="list-style-type: none"> • Create a sustainable culturally competent school culture and climate • Increase pool of skilled administrators who are bilingual and culturally competent

⁷ A complete list of stakeholder roles and actions organized by stakeholder group can be found in the appendix.

Stakeholder Roles and Actions Continued

District Leaders
<u>6 Months</u> <ul style="list-style-type: none">• Develop a plan for cultural competence• Engage the community -share data and vision• Establish and set the tone for Board, school administration, staff, and community with courage and determination• Assign lead person and create leadership density• Identify and allocate resources – professional development• Provide collegial support• Replicate and celebrate exemplars and best practices
<u>1 Year</u> <ul style="list-style-type: none">• Review, revise and develop policies<ul style="list-style-type: none">○ Specific policy relating to cultural competency○ Inclusion of cultural competency in all existing policies• Implement plan for cultural competence• Examine and retool recruitment/hiring practices and incentives• Design accountability systems
<u>5 Years</u> <ul style="list-style-type: none">• Monitor and re-assess (ongoing)
Oregon Department of Education
<u>6 Months</u> <ul style="list-style-type: none">• Develop a cultural competence plan• Focus effort on diversity of staff• Review and align federal and state rules and policy• Expand material information• Add cultural competence to the CDIP review process and other accountability measures• Add cultural competence to existing professional development
<u>1 Year</u> <ul style="list-style-type: none">• Set state standard• Assess /publish best practice information• Enhance professional development opportunities• Continue the dialogue on cultural competence• Legislative activity• Identify/gather data
<u>5 Years</u> <ul style="list-style-type: none">• Gather data – track progress• Publish district guidance• Revise state policy• Analyze curriculum standards• Diversify ODE staff and provide ongoing professional development

Stakeholder Roles and Actions Continued

Teacher Standards and Practices Commission
<p><u>6 Months</u></p> <ul style="list-style-type: none"> • Update Civil Rights workshops – improve/re-approving for July 2004 • Keep cultural competency in work sample • New administrator licensure standards – hearings July 2004 • Expand outreach to teachers, administrators, and counselors for information <p><u>1 Year</u></p> <ul style="list-style-type: none"> • Work with professions to prioritize cultural competency • Accept alternative work experience (out-of-country teachers) • Provide alternatives for diverse candidates (reciprocity states) • Communication issues <ul style="list-style-type: none"> ○ Listen to stakeholders ○ Publish best practices from other states (Web) • Licenses for alternative paths • Review rules of culturally competent standards (licensure, discipline) • Review role of cultural competence in all levels of licensure <p><u>5 Years</u></p> <ul style="list-style-type: none"> • Program approval <ul style="list-style-type: none"> ○ Collaborate with higher education to develop cultural competency standards ○ Develop measurable cultural competency component in teacher preparation curriculum ○ Hold higher education accountable for cultural competent candidates ○ Set high standards for “fitness to teach” as it relates to cultural competency from life to death ○ Train program evaluators • Revise rules, after review, to achieve high cultural competency standards including possible revocation of licensure for culturally incompetent behavior • Establish cultural competency endorsement • Upgrade TSPC policies for cultural competency alignment • Ensure licensed educators are culturally competent <ul style="list-style-type: none"> ○ New workforce & existing workforce • Require cultural competence for licensure renewal
Associations
<p><u>6 Months</u></p> <ul style="list-style-type: none"> • Continue collaborative work (OEA, OSBA, COSA, OSPA, OABE, OSPRA) • Continue professional development opportunities • Advocate and raise awareness • Help identify model programs and practices/share experiences and issues (Website links) • Show connection between cultural competence and closing the gap <p><u>1 Year</u></p> <ul style="list-style-type: none"> • Collaboratively present “program” to diverse groups around the state • Provide leadership, direction and resources to promote recruitment/retention • Showcase best practices • Work with ODE and NWREL to be a clearinghouse for calendaring of events, workshops, and conferences • Self-assessment • Support diverse candidates <p><u>5 Years</u></p> <ul style="list-style-type: none"> • Continue self-assessment • Build collaborative relationship with subject area organizations (TESOL, math & social science teachers) • Long-term planning • Mentoring, support of new teachers, etc.

Stakeholder Roles and Actions Continued

Higher Education and Community Colleges	
<u>6 Months</u>	
<ul style="list-style-type: none"> • Lobby legislature on open enrollment into community college and university • Coordinate meeting to share best practices and resources (NY Times offer) <ul style="list-style-type: none"> ○ develop online support process ○ common website/database (OUS) • Faculty self-assessment and system assessment • Investigate “grow your own” non-traditional students 	
<u>1 Year</u>	
<ul style="list-style-type: none"> • Evaluate courses/curriculum • Recruit culturally competent faculty – policy review, systems level, salary • Lobby legislature • Develop deeper partnership with diverse K-12 schools • CTL, CCL, CAL, school psychology license content • Retool assessment of pre-service students • Research questions • Pre-service educators develop knowledge about alternatives to licensure requirements 	
<u>5 Years</u>	
<ul style="list-style-type: none"> • Attract resources to support diverse student population and improve access and support for success (negotiate system mentoring) • Research outcomes 	
Legislature	
<u>6 Months</u>	
<ul style="list-style-type: none"> • Accountability • Enforce bills (ex: Multicultural Education Bill, Oregon History Bill) • Read reports on cultural competency and follow up • Realistic laws and support to promote policy and funding with timelines and implementation as it relates to cultural competency • Identify stable funding for education and equitable funding for diversity • Statutory authority for standards for cultural competency • Make laws re: cultural competency • Walk the talk • Collaborate with executive branch on education agenda • Advocate for money at federal level • Spend time in schools to develop understanding of schools and school issues related to cultural competency 	
<u>1 Year</u>	
<ul style="list-style-type: none"> • Identify incentive packages for recruiting teachers and administrators of color • Bring in and listen to experts • Examine and take lead on equity and access issues for all students • Support for minority teachers (recruitment and training) • Monitor cultural competency initiatives (ongoing) • Fund schools and schools of education to develop culturally competent teachers (ongoing) • Provide thoughtful leadership to effect systemic change re: cultural competency • Utilize a variety of tools, methods as a legislative body and as individuals 	
<u>5 Years</u>	
<ul style="list-style-type: none"> • Funding 	

Stakeholder Roles and Actions Continued

Others
<p><i>Student, Parents, Community</i></p> <ul style="list-style-type: none"> • Have a voice – get involved in the dialogue • Hold schools and districts accountable for standards for cultural competency • Support students, teachers, and schools <p><i>School Boards</i></p> <ul style="list-style-type: none"> • Link to community • Expect progress reports <p><i>Business</i></p> <ul style="list-style-type: none"> • Provide opportunities to students to address equity • Resources for special projects • Support adequate tax base for quality education for all <p><i>Governor</i></p> <ul style="list-style-type: none"> • Advocate for funds at the federal level • Reward best practices, share ideas • Work with legislature to promote and fund training and reward models <p><i>Legislation</i></p> <ul style="list-style-type: none"> • SB 770 Tribal governments • SB 690 Native languages • SB 103 Multicultural Educational Research and Reform Implementation of Oregon Alaskan native statewide Indian Education Plan • Communicate with and recognize Native Americans <p><i>Media</i></p> <ul style="list-style-type: none"> • Promote education and cultural competency • Inform community/public through responsible reporting • Highlight student, school, district, and state accomplishments • Combat stereotypes

Participants found the opportunity to speak across and within stakeholder groups very powerful. As is evident from the list above, creating a culturally competent educator workforce requires the focused commitment from all segments of the education system.

Impacts/Outcomes

The work products outlined in this report represent the tangible or concrete outcomes of the Summit. There were many less visible, but equally powerful outcomes. Many people spoke of the power of simply sitting in a room with 100 colleagues who shared their passion and commitment to creating an educator workforce that more effectively meets the needs of all students, especially students of color, low income students and second language learners.

Many participants found the conversations, both formal and informal, one of the most powerful aspects of the day.

The [most compelling aspect of the day] was the people who showed up. Great energy and passion! (Diversity Consultant)

I found it exhilarating to be in a room filled with people who are dedicated to transformation. (Professor)

I work at a school that has very little diversity. To be in a room filled with such amazing people who are and have accomplished so much was just empowering. I was amazed that with the diversity we had in our group our thoughts and desires were the same. (Teacher)

The most compelling part of the day was working with a diverse group who were all coming at the subject from a different vantage. Listening to the wide variety of viewpoints was enlightening. (Teacher)

Specifically, several participants appreciated the time to share their personal experiences and stories about cultural competence and incompetence. For some, the personal stories helped bring focus and urgency to the work.

As is often the case with conferences, the Summit allowed participants to network with people both within and outside their immediate professional circles. In the days following the Summit, participants began using the participant list to circulate information relevant to cultural competence. As such, the Summit not only helped to generate statewide commitment to and investment in the creation of a culturally competent workforce, but it fostered stronger connections between the necessary segments of the education system.

For some participants, the opportunity to collaborate and connect with likeminded colleagues helped mitigate the isolation often experienced by educators.

It is easy to feel isolated in the field where we encounter cultural misunderstandings and misapplied assumptions and the problems in communication they invariably lead to. It was like coming home to be in a place where this journey of learning about others is understood and valued. (Principal)

It is nice to know many people from many groups care about this issue. We are more successful in collaborative endeavors. (Professor)

Participants valued the opportunity to converse with colleagues across professions and to tackle this issue with representatives from key stakeholder groups.

For many, the Summit validated their work and reinvigorated them.

It strengthens my commitment knowing the wide involvement this initiative is receiving. (Superintendent)

I have chosen this as my life's work. The Summit was very validating. (Diversity Consultant)

The Summit was energizing and affirming for me. I thoroughly enjoyed the exchanges, the way ideas flowed, the shared values and common ground we found, and the vision for increased cultural competency in our educational institutions at all levels. (Principal)

The Summit validated my own work in my classroom and reminded me that there is so much that still needs to be done. (Teacher)

Some participants left with their own personal plans of action. For them, the Summit not only generated commitment but helped them to identify how to translate that commitment into action.

I have a great list of ways to address this learning as we get our new Teacher Education Program up and running next year, especially in the areas of curriculum development and department practices. (Dean – Teacher Education)

It was very powerful to be able to concentrate a whole day on this topic. Whereas my commitment was already strong, I felt empowered and at that same time challenged to broaden my definition as well as expectations. Listing practical steps brought to light the specific areas I could address and advocate for in my own work. (Teacher)

The Summit engendered tremendous focus and commitment from a diverse group of education leaders.

Conclusion

As noted by Avel Gordly in her closing comments, the Summit was “an historic day.” It brought together essential segments of the education system for the singular purpose of identifying the critical elements of a state policy designed to create a culturally competent educator workforce. In so doing, the Summit not only supported existing relationships between participants both within and across stakeholder groups, but it facilitated the development of new ones. An expanded and growing network of educators committed to transforming Oregon education into a more equitable and culturally competent system emerged from this Summit.

The commitment of the majority of attendees for the entire day was reflective of the positive energy that has been generated around the task of “rolling up our sleeves and getting to work.” The Summit allowed the various education sectors to bring some focus to a cross-functional definition for cultural competency in a way that will allow them to develop paths for improving the cultural competency of our current and future workforces without being at cross-purposes.

This document synthesizes the collective work of participants. As a working document, it will be reviewed and considered by State Superintendent Susan Castillo’s Advisory Team on Underrepresented and Minority Student Achievement (UMSAAT), the State Consortium for the State Action for Education Leadership Project (SAELP), the State Board of Education, and the Teacher Standards and Practices Commission (TSPC). The report will also be presented to the Oregon Senate Education Committee and the Oregon Legislature for policy consideration and to document state progress to date.

This Summit was the first step. It succeeded in building broad commitment and focus, but did not truly map the path to credible action. Attendees, as individuals and representatives of segments of the education system, must develop the accountability steps to see that the suggestions and proposed actions outlined in this report reach fruition.

CULTURAL COMPETENCY SUMMIT
PRE-SUMMIT PACKET FOR PARTICIPANTS
MAY 19, 2004

(The following definitions, gathered by the Summit Steering Committee, will be used in a facilitated session to analyze and synthesize key elements for a working definition of cultural competence)

DRAFT Working Definition For Cultural Competence

Cultural competence is a developmental process occurring at individual and system levels that evolves over an extended time period. Cultural competence requires that individuals and organizations:

- a.) Have a defined set of values and principles, demonstrated behaviors, attitudes, policies and structures that enable them to work effectively in a cross-cultural manner.

- b.) Demonstrate the capacity to 1) value diversity, 2) engage in self-reflection, 3) manage the dynamics of difference, 4) acquire and institutionalize cultural knowledge, and 5) adapt to the diversity and the cultural contexts of the communities they serve.

- c.) Incorporate and advocate the above in all aspects of leadership, policy-making, administration, practice, and service delivery while systematically involving customers, key stakeholders, and communities.

SAMPLE DEFINITIONS OF CULTURAL COMPETENCE

Listed below are examples of definitions associated with cultural competence that may serve as a starting reference point in the Oregon Summit on May 19th:

1. “Cultural competence is ... to seek knowledge of one’s own culture and cultural assumptions, then make the choice to challenge one’s own fear and expectations about cultural difference, then seek awareness, acceptance, and understanding of multiple worldviews and what others believe, then incorporate multiple world-views into preparation experiences, then make connections between knowledge, awareness and behaviors that lead to an enhanced understanding and advocacy between individuals and groups.”
(Lewis & Clark EDAD and SCED, Defining Cultural Competence)
2. “What is cultural competence? Put most simply, it is the ability to successfully teach students who come from cultures other than your own. It entails mastering certain personal and interpersonal awarenesses and sensitivities, learning specific bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching.”
(Jean Moule, OSU, Cultural Competence, Diller and Moule, in press)
3. “Oregon’s laws may serve as an example of a state’s efforts to serve diverse populations. Included in their standards, which are required of all teachers certified in the state and, in many instances are found in the very documents that are used for student teacher observations, are the following:
 - a. Affirm the dignity and worth of all students, and provide the positive support students need to be effective teachers;
 - b. Respect cultural patterns and expectations that operate within a school;
 - c. Interact thoughtfully and courteously with students and their parents, and resolve conflicts in a professional manner, respecting the cultural context of the community;
 - d. Use a variety of research-based educational practices that reflect how students learn, are sensitive to individual differences and diverse cultures, and encourage parent participation.”
(Cultural Competence, Diller and Moule)
4. “Culture refers to integrated patterns of human behavior that include the language, thoughts, communications, actions, customs, beliefs, values and norms of racial, ethnic, religious, or social groups.”
(Oregon Partners For Children and Families, SB 555, adopted in 2003)
5. “Cultural competency is congruent attitudes, behaviors, and skills supported by policies and procedures within systems and agencies that guide individuals to respond to culturally diverse individuals, families, and communities in an inclusive, respectful, and effective manner.”
(Oregon Partners For Children and Families, 2003)

6. “Cultural competence is defined as a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables that system, agency or those professionals to work effectively in cross cultural situations.”
(Cross et al, 1989, Isaacs and Benjamin, 1991)
7. “Operationally defined, cultural competence is the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services; thereby producing better outcomes.”
(Davis, 1997)
8. “Cultural competence is a developmental process that evolves over an extended period. Both individuals and organizations are at various levels of awareness, knowledge and skills along the cultural competence continuum. Cultural competence requires that organizations:
 - a. Have a defined set of values and principles, and demonstrate behaviors, attitudes, policies and structures that enable them to work effectively cross-culturally.
 - b. Have the capacity to (1) value diversity, (2) conduct self-assessment, (3) manage the dynamics of difference, (4) acquire and institutionalize cultural knowledge and (5) adapt to diversity and the cultural contexts of the communities they serve.
 - c. Incorporate the above in all aspects of policy making, administration, practice, service delivery and involve systematically consumers, key stakeholders and communities.”
(National Center for Cultural Competence)
9. “Culture implies the integrated patterns of human behavior that includes thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or social groups. The word competence is used because it implies having the capacity to function in a particular way: the capacity to function within the context of culturally integrated patterns of human behavior defined by a group. Being competent in cross-cultural functioning means learning new patterns of behavior and effectively applying them in the appropriate settings.”
(King, Sims, & Osher, “How Is Cultural Competence Integrated in Education?”)
10. “Linguistic competence – the capacity of an organization and its personnel to communicate effectively, and convey information in a manner that is easily understood by diverse audiences including persons of limited English proficiency, those who have low literacy skills or are not literate, and individuals with disabilities. The organization must have policy, structures, practices, procedures and dedicated resources to support this capacity.”
(Goode & Jones, 2003)

**STATE OF OREGON
ESSAYS ON THE IMPORTANCE OF A
CULTURALLY COMPETENT EDUCATOR WORKFORCE**

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Oregon University System

5. *Culturally Competent Leaders for the 21st Century* Peter W. Cookson, Jr.
Dean, Graduate School of Education
Lewis and Clark College

6. *Preparing Culturally Competent Leaders* Phyllis J. Edmundson
Dean, Graduate School of Education
Portland State University

We Need to Know Our History

By AVEL GORDLY

I will begin my answer to the question of why cultural competence has risen to the level that it has in the Oregon legislature and Department of Education with a statement that was made by a high school student at a recent community forum in Portland. The meeting was one of several convened by community members in the wake of a spate of other gang-related violent crimes that included the shooting of a 14-year old girl.

The girl was walking home with her friends when she was struck without warning by a stray bullet. To onlookers it had seemed that she was suddenly lying on the sidewalk with a terrible head wound. The suspect, now in police custody, is 16 years old.

The adults at the community meeting asked the young people present to speak about their needs. The kids responded with statements about the lack of encouragement, emotional support and love they felt — and especially about the absence of caring adults in their lives.

One student spoke words that resonated with all of us there, young and old alike: “We need to know our history. We don’t know who we are. All we know is that we once were slaves. We need to know our history.”

This statement, and those of others who spoke that night, were rooted in their lack of self-esteem, a burden they all shared. It also reflected their desire to achieve academically, and in other areas, a desire that remains unfulfilled.

The struggle to develop and deliver a curriculum that address the variety of cultures, races and ethnicities that make up our student populations, and that values and honors those groups, began 20 years ago. We began to recognize that the population of our state was growing more and more diverse, and that succeeding in an increasingly international marketplace of ideas, services and products would require an overhaul of our educational priorities. It has been obvious for some time that our state’s eurocentric curriculum was not meeting the short or long-term needs of our students.

Some 25 years after *Brown v. Board of Education*, the Black United Front was battling in Portland for an end to busing, for more black teachers and administrators in the schools and for a multicultural curriculum that addressed the needs of students. The Front used tactics including boycotts and demonstrations. A North Portland middle school, named after Harriet S. Tubman, stands as a reminder of those years of struggle. It was not — and is not— enough.

In 1991, as a member of the Oregon House of Representatives, I began preparation to introduce legislation requiring Oregon schools to put multicultural curricula in place. The bill was denied a hearing in the 1993 and 1995 sessions of the House.

In 1996, I was elected to the Oregon Senate. I reintroduced the bill in the 1997 session, where it received a so-called “courtesy” hearing, a procedure by which a committee permits limited testimony and discussion, but has no intention of acting on the bill. In the 1999 session, with the

bipartisan assistance of Senator Tom Hartung, we were able to move the bill, by then known as Senate Bill 103, and see it signed into law.

SB103 required that the superintendent of public instruction direct the Department of Education to take several important actions:

1. To increase efforts to evaluate the distribution of ethnic, racial and cultural backgrounds of Oregon's public school students and advance the use of demographic data for curricula and program planning. (We needed data that described the actual demographics of each school district.)
2. To examine strategies to inform school district boards, administrators, teachers, parents and the public about multicultural and diversity laws and policies.
3. To identify and review exemplary multicultural curricula for different grade levels based on the needs of Oregon's public school students. (Exemplary curricula exist. What was lacking—and still is lacking—was a systematic way of identifying, connecting, sharing and delivering this curricula.)
4. To identify and review strategies to integrate multicultural curricula with other educational programs.
5. To evaluate how current laws on diversity and multicultural education are being implemented and applied throughout the public school system.

SB103 identified some key issues and necessary steps, but represented only part of the scope of work we need to accomplish in order to serve our students and the state of Oregon. These efforts are fundamental investments in our shared futures.

The 2001 and 2003 legislative sessions passed without a compliance report from the superintendent of public instruction. Multicultural curricula and competency were clearly on the back burner at the state level; but at the local and community level, there was much frustration and increasing calls for action.

In the 2003 session, I introduced a budget note requiring the Department of Education to conduct an evaluation of the requirements of SB103 and report its findings to the 2005 Legislative Assembly. I—along with many, many community members across the state—look forward to seeing that report, from our new superintendent of public instruction, Susan Castillo.

Also in 2003, at the urging of my office, the Teachers Standards and Practices Commission began developing cultural competence standards for the certification of teachers and administrators.

I recall a conversation I had in 1999 with a young, bright law student from the University of Oregon. I asked her if she knew the story of Shirley Chisholm. She was not familiar with the name. Shirley Chisholm, a descendant of slaves, was elected to the United States Congress in the state of New York, serving many terms. Besides her many accomplishments as a lawmaker, she stands as the first African American woman to run for the presidency of the United States of America.

How can we graduate a student from the University of Oregon Law School, and not reach that student—somewhere in the curricula—with the history of our great nation, a history that reflects the multiplicity of cultures, ethnicities and races that inhabit our land?

The absence of such information in our public schools magnifies the struggle our students make to find themselves as they learn and mature. This is a great and tragic failing directly related to students' self-esteem and academic achievement.

That cultural competence has risen to the level that it has in 2004 is not because the focus on it is new. Many people have been working on it for decades, some heroically and at great personal sacrifice. It is that work—their work—that has brought the issue to the forefront today. The institutional and social lethargy that has blocked progress in cultural competency is still with us today.

The struggle to know and understand the history of our people continues. We owe it to our young and to future generations to deliver that knowledge, and to do so with competence and integrity. Our students need their history. We must deliver it.

Avel Gordly is a State Senator from Oregon.

Why We Believe a Culturally Competent Staff is Critical to Oregon Schools **By SUSAN CASTILLO**

Oregon classrooms have changed significantly in the past 20 years. The numbers reflect both the historical accomplishment of public education in Oregon, as well as the current challenge facing our teachers. In this period, Oregon has shown significant improvement in the academic achievement of racial and ethnic minorities and students of limited English proficiency. Third grade and fifth grade performance in reading and mathematics show steady and significant gains among students of color in our state. We are making good progress, especially in our elementary schools, at closing the achievement gap.

Historically, minority students have looked to public education as the gateway to the opportunities available in our country. Oregon schools, like public school systems throughout our United States, have continually refined what it means to provide an equal educational opportunity to every student we serve. In the 1950s this meant eliminating segregated schools. In the 1960s it meant eliminating the disadvantage caused by poverty. In the 1970s schools targeted barriers to students with disabilities and gender barriers. In the 1980s, funding systems were equalized. In the 1990s school systems focused on clarifying the desired outcomes of education through standards and assessments. The focus now is on universal proficiency: helping every child reach the academic goals that were set in the previous decade.

The number of students with special needs in our state has risen dramatically in the last 20 years and will continue to increase in the years to come. Between 1980 to 2002, the Hispanic student population in Oregon increased 513 percent. Currently 67,591 Hispanic students are served in Oregon, and that number is projected to increase by another 100,000 students by 2020. The same demographic shift has not occurred in the teaching population. While 12.2% of the current student population is Hispanic, only 2.0% of teachers are Hispanic.

Children learn best in environments that are safe, respectful and nurturing. Their teachers should understand how their backgrounds influence their school experience. Every teacher and principal needs to gain a thorough understanding of the culture, family and social values, community beliefs and expectations of the students they serve. Students, families and community members deserve schools that provide strategies for effective communication, such as translated materials and access to bilingual staff.

The first step is to train teachers in the teaching strategies, curriculum and instructional materials that are effective with diverse populations. In Oregon, we are working closely with our licensing board and with our university community to strengthen teacher and administrative preparation in this area. We need more research on the practices that close the gap and accelerate learning of our minority students. Schools and districts will need to be laser-focused on the use of federal, state and local professional development funds to assist teachers in acquiring the strategies that will be effective.

One of the most effective ways to ensure a climate of welcoming support for students and families is to increase the number of staff who share their racial and cultural background and who can speak their language. With the student population shifting, it is critical that we seek

ways to diversify our workforce and attract more teachers and administrators of color and with bilingual skills into our schools.

These goals cannot be accomplished without leadership. Our participation in the State Action for Education Leadership Project (SAELP) reflects our focus on developing the leadership skills to analyze policy, develop and use performance data and implement effective professional development plans. Principals and superintendents must ask the difficult questions about the achievement gap in their schools and districts, and courageously initiate strategies that will improve them.

With local school decision-making and the creation of smaller learning communities, teachers are also accepting the challenge of leadership. Creating a school climate that is responsive to the culture of the students and their community is necessary if we are to accomplish our goal of bringing every student up to the high levels of academic performance we know they can achieve.

Susan Castillo is the Oregon superintendent of public instruction.

Cultural Competency and Educator Licensure: From Lip Service to Action By VICKIE CHAMBERLAIN

In 1977, the Oregon Legislature mandated that every candidate for educator licensure demonstrate knowledge of federal and state statutes prohibiting discrimination. Like many such mandates, this one missed the mark. It assumed that knowledge of what constitutes anti-discrimination would result in equitable treatment for all children in the classroom. Twenty-seven years later, we know that this mandate has had absolutely no impact on determining how educators will treat children or colleagues. If anything, the mandate has created resentment around the issue as an extra “hoop” through which educators must jump to become licensed. Rather than testing knowledge, we need to measure an educator’s commitment to valuing human differences across cultural lines. We need to develop the requisite standards to measure any teacher’s multicultural awareness and capabilities.

Educators make a difference in children’s lives, both positively and negatively. The impression an adult role model can have on a child can be lifelong. I once attended an event honoring “teachers of the year” where the icebreaker at a table of ten high-achieving adults was to describe the best teacher each of us had ever had and how that teacher made a difference in our lives. One participant had trouble identifying a single teacher who had encouraged him. For years, he believed that, because he was considered poor and lower class, he was destined to be a failure. He was finally able to recall that in the second grade his teacher had said to him: “One day you are going to be a leader, but that won’t be for a long time.” Today he is employed in the upper levels of government and has an impressive resume related to leadership in activist causes. Stories like this one play out every day in classrooms across America. This culture of the classroom, and how educators influence it, is at the heart of Oregon’s goal to assist our educators in becoming culturally competent and caring adults. Educators who discount children need to seriously evaluate their commitment to the profession. In addition, educators who discount any child for any reason probably ought to find a career that does not have the potential to damage children’s lives.

I am frequently asked, “What is cultural competency?” It can quite simply be defined as the ability to treat each child, regardless of socioeconomic status, with dignity and respect. Cultural competency is the ability to understand that a child’s background will have significant effects on the way the child responds in learning and interactive situations. Having cultural competency signifies that you can eliminate such differences as a barrier in the classroom. Cultural competency recognizes the child’s uniqueness and celebrates the value that cultural differences bring to our lives. Cultural competency is anti-discrimination in action.

Senator Avel Gordly deserves the credit for bringing cultural competency to the forefront in Oregon’s education circles. For the past several legislative sessions, she has proposed legislation that would require teachers and administrators to demonstrate cultural competency as part of licensure or employment. In the course of writing this legislation, Senator Gordly has examined the efforts of the licensure commission and the higher education institutions to prepare culturally competent educators. It has taken several years for her reform efforts to gather the support and momentum to become something other than just another legislative proposal.

Using a multifaceted approach, Oregon's education profession is actively changing in every classroom in the state. Administrator preparation standards and licensure requirements are being reviewed to determine how we can lead this effort from the top. The standards will be overt and deliberate, not embedded into other standards.

Today's emphasis in the federal No Child Left Behind Act has increased our awareness of the need to improve strategies for children that have truly been left behind. To personalize instruction for each child, our efforts have to progress beyond "brain-based" learning and also focus on "heart-based" instincts. The federal legislation hits the mark when it identifies the need to prove we are helping every child to achieve. However, teaching is both art and science, and the legislation misses the mark by basing the definition of a "highly qualified teacher" exclusively on academic credit hours related to specific subject-matter areas.

The best academic does not necessarily make the best teacher. The successful teacher loves children; she is artful and creative. She has special skills that motivate children to exceed their potential.

We are working to define standards that will allow us to measure an educator's cultural competence. Next, we will identify how this will become embedded in teacher preparation programs and into Oregon's existing educator workforce.

It is never too late to make a difference in a child's life. Ask yourself, am I contributing to the dignity and worth of every child I teach or reach? If not, then ask yourself — why not?

Vickie Chamberlain is the executive director of the Oregon Teacher Standards and Practices Commission.

Implications for a University System: Creating the Infrastructure to Develop a Culturally Competent Educator Leadership Workforce

By HOLLY ZANVILLE and YVETTE WEBBER-DAVIS

Considerations of diversity and race/ethnicity are evolving. In the Oregon university system, we've moved beyond traditional policies of "counting" (the quantity of diversity), to newer policies that focus on inclusion and engagement of diverse people, voices and points of view throughout our campuses (the quality of experience). The challenge is how to move the entire educational pipeline — K-12, community colleges and universities — toward environments conducive to learning for all students. On the front line are the K-12 teachers and administrators who are trained in our colleges and universities. Together, we must institute a culturally competent educator workforce.

In an age when "diversity" has come to encompass the provision of educational and employment opportunities as well as opportunities for people to appreciate and celebrate differences, we face difficult questions. As a state, are we making the investments that will enhance classrooms of tomorrow? As a collection of universities, are we producing educators with the skills and knowledge to address the needs of growing multicultural school populations in standards-based classrooms? Are we making progress in producing teachers who will connect with diverse students and communities and serve as role models for all our students? Are we producing educators who are action-oriented and sensitive to fostering and sustaining schools free of racism that encourage all children to achieve at the highest possible levels? These questions frame the guiding principles of cultural competence efforts.

The infrastructure for cultural competence efforts in higher education includes several components:

1. Recruitment and retention of students, faculty and staff from diverse cultures
2. Resources to assist recruitment efforts (e.g., student scholarship funds, salary incentive packages for faculty and staff)
3. Policies and initiatives that encourage inclusion and engagement (e.g., campus goals for inclusion and engagement and evaluation of university leaders based on achievement of goals)
4. Effective curricula and opportunities to educate ourselves about others so that the educational benefits of diverse environments can be realized (e.g., general education requirements, diversity in academic majors and minors, international study opportunities)
5. Targeted initiatives to produce culturally competent K-12 teachers and administrators in university preparation programs (e.g., required coursework in multiculturalism for future educators, assessment of cultural competence for initial licensure through work samples or portfolios)
6. Collaborative efforts among educational sectors to leverage resources and facilitate statewide progress (e.g., developing common terms around cultural competence, communication tools to include websites, newsletters, statewide planning)
7. Accountability at all levels

Implementing this infrastructure requires leadership, resources and policies. The Oregon University system comprises the state's seven public universities, which report through their presidents to the Oregon State Board of Higher Education. The Board, with authority established by statute and Oregon administrative rules, has a number of policies related to diversity that support the infrastructure. For example, the Board requires annual reports on the progress made by the universities, which must include data on diversity enrollment, graduation rates, faculty and staff diversity and progress on diversity of the curriculum. The Board also requests periodic reports on campus climate and initiatives related to diversity.

Intentional, sustained and broadly conceived measures are needed to make significant progress in cultural competence. The university system is working on collaborative efforts to build on initiatives that support cultural competence. Examples of collaborative efforts include:

- *Accountability Studies.* The Minority Teacher Act of 1991 directs the educational sectors to collaborate each biennium to report data (K-12 enrollments, college graduates, applications to teacher preparation, completers, pass rates on teacher tests, school employment) used to judge progress in meeting a commitment to a more diverse, representative profession. These efforts assist in monitoring and addressing the ongoing challenges related to Oregon's rapidly changing demographics. Given the complications in working with data from multiple sectors and applying policy perspectives to this effort, the O.U.S. has completed the state's reports for the past three biennia.
- *Inventories.* O.U.S. conducts inventories of state and campus-based teacher reform initiatives that focus on increasing diversity in education (e.g., "bridge" funding for faculty recruitment and hiring, outreach to students of color via conferences and forums, community-based recruitment, student organizations, task force discussions, outreach programs to middle and high school students, multicultural curricula, research, retention programs, and career ladder projects for instructional aides). This information is made available to state policy-makers and campus representatives as part of the state's accountability in making progress in diversity.
- *Comparative Policy Studies.* O.U.S. studies other state policies requiring cultural competence for teachers for Oregon policy-makers. Recent findings include: Most states have a generic statement that teachers should have cultural awareness; a small number of states have specific requirements for cultural competence, with most including cultural competence as part of performance- and outcome-based standards; determination of cultural competence is left to teacher training institutions; training in cultural competence is largely done through specific courses offered by higher education institutions; and where outcome-based assessments (portfolios) are used, they are time-consuming, expensive and implementation is dependent on significant state funding.
- *K-16 Planning.* As Oregon grapples with two key diversity goals (increasing the pool of diverse and highly qualified candidates entering K-12 education and addressing the cultural competence of all educators), a new strategy has emerged to embed diversity and cultural competence issues in a K-16 approach. The K-16 model improves on current practice by pulling together the separate activities of key stakeholders, leveraging resources and developing a systemic commitment to policy development and joint action planning. A new statewide action plan will address priorities in cultural competence (e.g.,

policy coherence and accountability, teacher preparation, data used by multiple stakeholders and professional learning and retention).

With this infrastructure in place and new K-16 initiatives planned, the Oregon University System can continue to play a vital role in educating K-12 leaders and administrators who will lead the way in modeling cultural competence in our schools.

Holly Zanville is associate vice chancellor for academic affairs at the Oregon University system. Yvette Webber-Davis is the director of diversity planning and special projects in the Oregon University system.

Culturally Competent Leaders for the 21st Century

By **PETER W. COOKSON Jr.**

From its inception, the public school system has attempted to create unity from diversity. In doing so, states have often adopted policies that emphasize unity over diversity, creating school systems that are unfriendly to student populations outside of the cultural and racial mainstream. These policies are not only damaging to children and their families, but they result in a tragic loss of talent to the economy and to civil society. Excellence requires equity if we are to draw on the broadest talent pool available in the future.

The issue of equity in a diverse society is one that will become more intense in the coming years. By 2040, Americans of European descent will be in the minority. Even today, over a hundred languages and dialects are spoken by students in urban school systems. Moreover, the divisions between races and classes in the United States show little sign of closing in the coming years; in fact, they may become more institutionalized and dramatic.

The recognition that the school system must provide an excellent education for all children — whatever their ethnic, racial or class backgrounds — is an important step forward in reimagining the purposes and the structure of public education. To meet the challenges of the future we need a new kind of leadership, one that is based in cultural competency and a commitment to an inclusive and just educational system. How can state policy encourage the development of culturally competent educational leaders? How can we ensure that educational leaders in Oregon and elsewhere have the values, skills and character necessary to create a multicultural educational environment that holds itself accountable for student achievement?

What does it mean to be a culturally competent educational leader in the 21st century? To my way of thinking culturally competent leadership should appreciate cultural and linguistic differences and celebrate those differences as the basis for genuine education. Currently there are those that argue that academic content is more important than teaching methods. I would argue that good teaching always begins with an assessment of the learner's level of development and builds a teaching strategy from that base. This means that a school that celebrates diversity and encourages cultural competency organizes its curriculum and teaching around the needs and aspirations of the students. What do we say to a recent immigrant about the importance of his or her background and culture? How do we understand the struggle many families and children face finding their way through the dominant culture and a competitive economic environment? Leaders are role models and it is critical that school leaders exemplify not only tolerance, but also the understanding that differences are to be celebrated and are the basis of an exciting educational environment for all children.

Culturally competent leadership should create cultural “spaces” at their schools and in their school districts for dialogue, debate and exchange. Several years ago I participated with Professor James Banks of the Center for Multicultural Education at the University of Washington and a group of colleagues from around the nation to create a set of design principles to be used by educational leaders for creating genuine and positive learning environments for all children. The twelve design principles developed by this group can be used as essential principles for creating inclusive, democratic and productive schools. The design principles

focused on teacher learning, student learning, intergroup relations, school governance, organization and assessment. In terms of leadership, one idea is that “leaders should develop strategies that ensure that all public schools, regardless of their locations, are funded equitably.” Throughout the design principles the theme of group membership, intergroup relations and social skills is emphasized.

Culturally competent leaders should lead statewide efforts to ensure that the celebration and the understanding of human diversity are at the core of meaningful educational processes and activities. The next generation of educational leaders must develop the ability to become effective statewide and national players in the politics of public education. Up to the present, most educational leaders rose through the ranks of the teaching profession. As a consequence, few had the opportunity to test their skills in non-educational environments such as business, government and non-profits. Tomorrow’s leaders are required to become sophisticated thinkers and doers capable of translating ideas and concepts from one culture to another and from one institution to another. Translation builds community, giving voice to those who are otherwise silent, either in the profession or as a constituent, is a critical aspect of leadership.

What state policies would maximize the chances of creating the kind of culturally competent leaders described above? First and foremost, the pool of potential leaders must be expanded to reflect the demographic characteristics of the emerging culture. Men and women of color, men and women of diverse social class backgrounds, and men and women who think differently must be supported as emerging leaders. States have the power and capacity to create effective mentoring programs, provide financial support to educational leaders and organize continuing professional development programs.

The licensing of culturally competent leaders should be rethought to include not only the traditional college and university degree route but also alternative routes to leadership based on experience and achievement in nontraditional educational environments. For instance, a successful C.E.O. of a community organizing agency might be an ideal principal for a school with students from highly diverse backgrounds if he or she were given a year of training and apprenticeship under the direction of an experienced and successful principal. We need to think creatively about how leadership is discovered, encouraged and supported. This creativity means that we ought to be thinking more about performance-based professional development for educational leaders than credit-based programs that are not action and performance oriented. Typically, public school leaders find themselves in politically fragile situations. Principals are under continuous scrutiny by their communities requiring incumbents to understand the potentials and pitfalls of public life. State policies ought to be created that support leadership in terms of ongoing mentoring, information sharing and opportunities for reflection. Statewide educational leadership networks utilizing traditional as well as virtual forms of communication can create a sense of cohesion that is essential for leaders to sustain themselves over time. Masters and doctoral programs ought to be rethought and shifted away from the “graduate school” model to the “professional” model. Educational leaders are required to take action. Therefore, their advanced educational experiences should emphasize the development of their leadership capacities, the refinement of their judgment and their ability to quickly and accurately assess complex challenges and implement the best solutions.

I am happy to say that Oregon has stepped forward to meet the challenge of developing culturally competent leaders and has been assisted in this challenge by the State Action for Education Leadership Project. This statewide undertaking, involving critical stakeholders including the Governor and State Superintendent, signals to the educational community in Oregon that cultural competency is critical if we are to close the achievement gap.

For many years Oregon has led the nation in educational quality and innovation. The recognition that yet another leap into the future is required signifies the seriousness of purpose that is the hallmark of the state's leaders. In terms of immigration, Oregon is a favorite destination of many of the world's poorest and most educationally needy populations. The understanding that leadership is an essential ingredient for ensuring that all students in Oregon achieve at their maximum levels is a tribute to the leadership of the state and to the state's educators. Together they are creating a system of schools where all children can learn and where cultural acceptance is the norm rather than the exception.

Peter W. Cookson Jr. is the dean of the Lewis & Clark Graduate School of Education.

Preparing Culturally Competent Leaders **By PHYLLIS J. EDMUNDSON**

Demands on school leaders in Oregon’s public schools have escalated in response to changing demographics and pressures for high levels of student achievement. At the same time, programs that prepare those leaders have come under increasing scrutiny. The public wants assurance that schools can serve diverse communities and expects culturally competent leadership from principals and superintendents.

An emphasis on the need for culturally competent leaders reflects the influence culture has on learning and behavior. A group’s shared beliefs, values, customs, definitions of right and wrong, family structures and expectations for behavior condition how and what they learn. The cultural, linguistic and economic diversity of today’s schools require leaders who can help create communities that support learning by all its members. These leaders are called to act on their commitment to culturally responsive practice in the service of just, humane and equitable schools.

Oregon’s new standards for programs that prepare school leaders align closely with the standards for principal licensure and with the most current national standards. A three-stage process linking principal and superintendent licensure requires continuous learning and professional development. The standards emphasize the responsibility of educational leaders to improve learning and achievement of all students. The State Action for Educational Leadership Project (SAELP) developed language that explicitly requires programs to prepare candidates with “...the cultural competence to improve learning and achievement of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups.”

The Graduate School of Education at Portland State University prepares the largest number of school administrators of any institution in the state. We have a schoolwide commitment to cultural responsiveness and reciprocity that guides our work and influences our practice. We work to foster multicultural education and to eliminate oppression and discrimination from our institution and ourselves. Our ambitious — and not yet fully realized — action agenda focuses on recruiting and supporting diverse faculty and students, implementing curricula and assessments that incorporate multicultural perspectives, and developing an intentionally inclusive community that promotes social justice. The program to prepare school leaders is situated within that agenda.

The preparation of school leaders begins long before they enter formal licensure programs, and their ongoing development requires collaborative efforts by school districts and the university. Aspiring leaders develop visions of what it means to lead by watching others in leadership roles. Their internships with experienced principals have a profound influence on their practice. The shortage of explicit models of culturally responsive leadership in schools and in society increases the pressure on preparation programs to explicitly incorporate multicultural perspectives.

The university and public schools share an interest in encouraging people from diverse cultural backgrounds to consider leadership roles. We work together to recruit diverse candidates, and our admission process requires a recommendation from a school leader confirming the candidate's potential for leadership in diverse settings. We ask candidates to provide evidence of experience working effectively in diverse communities and we assess their openness and willingness to explore the difficult issues of institutional racism and oppression. Our program focuses on attracting aspiring leaders who have a genuine interest in leading change in culturally diverse organizations. The program's faculty includes successful school leaders and university professors with close ties to schools. They work together to assure alignment of courses and the program (wherever it is offered) with the values and goals we have adopted.

Over the course of a year each group of prospective school principals actively engages in exploring the theory and practice of leadership in a multicultural society. They analyze case studies, inquire into their school's policies and practices, examine community and school data and lead school change efforts in their internship settings. They share experiences and learn to work cooperatively toward common goals. They come to recognize institutional racism and understand how unquestioned patterns of power and privilege limit learning opportunities for many students in their schools. They build the habits of continuous learning and accept the moral responsibilities of school leadership.

Our ongoing work with new and experienced school leaders is based on shared beliefs about leadership and cultural responsiveness. School leaders and their communities must share responsibility for gaps in achievement that create chasms in opportunity. Leadership requires actions grounded in a deep understanding of the leader's own culture and of the ways culture shapes perceptions, influences behavior and affects learning. It involves confronting the effects on students and schools of the dynamics of power and privilege in contemporary society. Leadership calls for a clear-eyed view of the benefits of cultural variation and the challenges in working across cultural boundaries.

Let's shift our focus from the program and its foundations to see how cultural responsiveness develops in a newly licensed Oregon public school principal. Until she became a teacher, Jane had had few experiences with people from other cultures. She didn't know anyone who spoke another language until she was in college. And now she finds herself in a vibrant and often unruly intersection of cultures. In her school, children and their parents speak more than ten different languages; one in ten students is Latino or African American; 15 percent of children receive special education services; and more than half the children qualify for free and reduced lunches. Fewer than 60 percent of students meet state achievement standards. Jane's recognizes that it is her job to help create a community that supports high levels of learning by all children and includes all who have an interest in the school.

She knows the importance of budgets, schedules, time management, resource acquisition and analysis of data. However, her preparation for leadership helped her see that improvement in this multicultural school will require more of her than technical expertise. Research shows that culturally responsive teaching increases student achievement, promotes curiosity and encourages creativity. She reasons that culturally responsive leadership will similarly benefit the community.

From the beginning of her tenure as a principal, Jane has sought experiences with other cultures, accepts uncertainty, and cultivates humility and openhearted curiosity. As she practices listening deeply and reflecting on what she hears, she learns to suspend judgment and wait for understanding. She acknowledges that she is a beneficiary of privilege, a party to perpetuating institutional racism, an unconscious oppressor and an imperfect exemplar of cultural responsiveness. Out of discouragement and conflict she discovers new possibilities and untapped resources in herself and others.

Jane is learning that she leads best by relentlessly focusing attention and action on difficult questions and enduring problems. She is opening her eyes to the realities of oppression and works with others to eliminate it from the school. Living with the effects of injustice expands her commitment to root out the institutionalized policies and practices that serve to divide and oppress. She is finding her voice, developing political savvy and adding advocacy to her portfolio. She is sometimes exhilarated by the challenges, often overwhelmed by the demands, but stays the course because she knows the children are watching. At the end of the day Jane often has more questions than answers.

She takes some comfort in Ronald Heifetz’s reminder: “One may lead perhaps with no more than a question in hand.” In the Graduate School of Education we embrace the importance of questions and their value to leaders. We prepare leaders to recognize and seek answers to the most important questions — and what question could be more important than how to assure that all students achieve their highest potential?

Phyllis J. Edmundson is the dean of the Graduate School of Education at Portland State University.

PARTICIPANT GUIDEBOOK CULTURAL COMPETENCY SUMMIT

Outcomes:

- Agree on the key elements of a working definition of cultural competency.
- Identify possible indicators of cultural competency.
- Delineate system expectations and needs regarding this issue.
- Identify actions needed to move from concept to implementation.

Agenda:

Welcome and introductions

Defining cultural competency

- Prototype and examples
- Review and analysis
- Our definition

Indicators of cultural competency

Stakeholder Roles

Stakeholder Actions: Building for the Future

- Next Steps

Summit Ground Rules

These ground rules will help to ensure the best use of everyone's time and contributions:

- Everyone has a chance to speak and be heard.
- Balance talk time at table groups.
- All ideas add value; we need not always agree.
- Honor time frames; help move discussion along.
- One conversation at a time.
- Manage your own personal needs.
- Humor is appreciated, but not at anyone's expense.
- Take cell phone conversations out of the room.
- _____
- _____

Roles in Small Groups

Appoint these roles every time you work together as a group. Assigning roles will help your group stay on task and on time! Rotate roles so that everyone shares the responsibility and the work.

Timekeeper	Keeps track of the passage of time, and keeps group informed about the time available to complete its task.
Recorder	Records group ideas on charts using the key words of the speaker; organizes visual summary of ideas for group report.
Reporter	Organizes the results of the group task into information requested for the large group report; speaks for the group.
Facilitator	Helps to keep the group focused on its task; encourages balanced participation from all members.

Task 1: Review of Draft Definition

Individual reflection: Please review the working draft definition for cultural competence and the sample definitions from other sources that have been provided.

With regard to the working draft definition....

What do you like about it?

What concerns you about it? Is there anything missing?

What suggestions do you have to improve the definition?

Table group conversation:

Please introduce yourselves around the table.

Go around the table and share your responses to the questions above.

Recorder: Please record the individual comments on a flip chart page so that you have a visual memory of the group's thinking.

When you have had an opportunity to share your perspectives, please go on to task 2.

Table Group Task 2: *Our Suggested Definition*

As a group, please convert your analysis and suggestions from task 1 into your group's suggested working definition of cultural competency.

Recorder: Please write your suggested definition on a flip chart page so that all can see it.

Note: If, after analysis, you believe the original draft should be kept as it is, please indicate "original draft" on your flip chart page.

Our suggested definition:

Task 3: *Indicators of Cultural Competency*

Part 1: Individual reflection:

What examples of cultural competency (or lack of cultural competency) have you observed or experienced yourself?

Group discussion: Share several examples from your group as illustrations. (Please note: There will not be time for everyone to share a story.)

Part 2:

- Individual reflection: Please note what you would identify as indicators for cultural competency. What should educators know and be able to do? What skills and knowledge should they have?

Notes:

Group discussion:

Go around the table and share your ideas about indicators of cultural competency. When everyone has had an opportunity to share, please put each separate idea in writing, using 6-10 words to describe. You don't need to agree on the indicators!

Recorder: Please write each different indicator on a separate sheet, using marking pen. Write boldly so that all can see your group's work.

Reporter: Please array your sheets on your table so that they can all be seen and wait for further instructions.

Task 4: Stakeholder Roles

Part 1: Individual reflection:

In moving from the concept of cultural competence to the implementation of standards and expectations in the educational system, what is the role that each of these stakeholders should play? What do you need and expect from them?

Associations	Legislature
District Leaders	School Leaders
Higher Education	Teachers
Oregon Department of Education	Teacher Standards and Practices Commission
Others	

Task 4: Stakeholder Roles

Part 2: Table group discussion

At your table, designate a different person to record the list of needs and expectations for each stakeholder group. After your discussion, that person should take the group’s ideas and record them on the appropriate posted chart. If the ideas are already noted on the chart, no need to re-write. Just indicate your agreement by adding a check mark to that item.

Stakeholder group: _____

Notes:

Task 5: *Building for the Future*

Reorganize into stakeholder groups according to the directions of the summit facilitator.

In your stakeholder group:

Review the needs and expectations sheets. Ask for clarification on any items that are not clear. Keeping in mind the needs and expectations expressed here, prior work and planning already underway, and your own thoughts about what should be done, outline the actions that are appropriate for your stakeholder group to take within the timeframes below:

What we can do within the next six months:

What we can do within one year:

What we can do within five years:

Recorder: Record your actions on a flip chart page.

Reporter: Be prepared to briefly review your actions for the whole group.

Next Steps...

Thank you very much for taking the time to participate in this important stakeholder summit. The next steps that will follow from this session include:

1. Materials from today's session will be assembled into a final report and will be sent to all participants, invited participants and wait-listed participants.
2. The Final Report and Working Definition will also be reviewed and considered by:
 - Superintendent Susan Castillo's Advisory Team on Underrepresented and Minority Student Achievement (UMSAAT)
 - State Consortium for the State Action for Education Leadership Project (SAELP)
 - State Board of Education
 - Teacher Standards and Practices Commission
3. The Final Report will be presented to the Oregon Senate Education Committee and the Oregon Legislature to document state progress and for policy consideration.

**CONFERENCE NOTES:
DEFINITIONS OF CULTURAL COMPETENCY BY TABLE**

KEY ELEMENTS	DEFINITION
TABLE A	
<p><u>Definition</u></p> <ul style="list-style-type: none"> • Individual and system • Advocacy • Outcomes/reasons: “to what end?” • Expand the definition of the following elements: communities, culture, competence (proficiency) • “Institutionalized” concepts of power, privilege and oppression • Role of economics • Enhancement for society and community • Personal and organizational enrichment – receiving value from the cultural differences (not “us” giving “it to them”) It is not something the dominant culture “gives” • Continuously personally proactive by critically examining the status quo (power, privilege, oppression) • Stay aware that diversity is/could be broad – but not allow to distract from “real” issues around race and ethnicity • Cultural competence is not something just for white people to have <p><u>Outcomes</u></p> <ul style="list-style-type: none"> • Transformation • Incorporate action into the definition • Inclusiveness • Dignity • Climates/cultures of respect • Focus on each child • Inclusion of parents, families, social organizations – value their voice • Awareness of “cultural differences” within “cultural groups” • Cultural competence is not something just for white people to have <p><u>Indicators</u></p> <ul style="list-style-type: none"> • Accountability • Continuum of awareness and skills • Climates/cultures of respect • Educators’ relationship to parents, families, and social organizations 	<ul style="list-style-type: none"> • What do we mean by cultural competency? • What does cultural competency achieve? • What does cultural competency look like? • Concern about terms “competence” and “proficiency” <p><i>Note: Table A identified key elements and then categorized them (definition, outcomes, indicators)</i></p>

KEY ELEMENTS	DEFINITION
TABLE B	
<ul style="list-style-type: none"> • Choice to change is difficult • Culture is not necessarily (just) ethnicity • How do we operationalize rhetoric and balance pragmatic and intellectual concerns • Acknowledge power differences, silencing • Respect for each other and our humanity isn't happening 	<p>Cultural competence is a developmental process occurring at individual and system levels that evolves over an extended time period. Recognizing that individuals begin with specific lived experiences and bases, and that working to accept multiple world views is a difficult choice and task. Cultural competence requires that individuals and organizations:</p> <ul style="list-style-type: none"> a.) Have a defined set of values and principals, demonstrated behaviors, attitudes, policies and structures that enable them to work effectively in a cross-cultural manner. b.) Demonstrate the capacity to 1.) value diversity, 2.) engaged in self-reflection, 3.) manage the dynamics of difference, 4.) acquire and institutionalize cultural knowledge, and 5.) adapt to the diversity and the cultural contexts of the communities they serve. c.) Incorporate and advocate the above in all aspects of leadership, policy making, administration, practice, and service delivery while systematically involving customers, key stakeholders, and communities. <p><u>Words to add:</u> Accountability; power differentials; equity; transformative; supportive structure</p> <p><u>Words to change or remove:</u> Customer</p>
TABLE C	
	Recognizing, engaging, and respecting differences leading to success for all children.
TABLE D	
<ul style="list-style-type: none"> • “That evolves and is sustained over time” (omit “extended”) • Edit Part A to read “demonstrated behaviors, KNOWLEDGE, SKILLS, attitudes...to work effectively CROSS-CULTURALLY” • Edit Part B Section 3 to read “FACILITATE EFFECTIVELY the dynamics” • Add to Part b “6.) SUPPORT ACTIONS WHICH FOSTER EQUITY OF OPPORTUNITY AND SERVICES.” • Edit Part c: find a new word for customer 	<p>Cultural competence is a developmental process occurring at individual and system levels that evolves and is sustained over time. Cultural competence requires that individuals and organizations:</p> <ul style="list-style-type: none"> a.) Have a defined set of values and principles, demonstrated behaviors, knowledge, skills, attitudes, policies and structures that enable them to work effectively cross-culturally b.) Demonstrate the capacity to 1.) value diversity, 2.) engage in self-reflection, 3.) facilitate effectively the dynamics of difference, 4.) acquire and institutionalize cultural knowledge, 5.) adapt to the diversity and the cultural contexts of the communities they serve, and 6.) support actions which foster equity of opportunity and services. c.) Incorporate and advocate the above in all aspects of leadership, policy making, administration, practice, and service delivery while systematically involving customers, key stakeholders, and communities.

KEY ELEMENTS	DEFINITION
TABLE E	
<p><u>Likes</u></p> <ul style="list-style-type: none"> • Systems • Orientation to clients <p><u>Needs</u></p> <ul style="list-style-type: none"> • Expectations • Personal commitment • Outcomes • Transformational nature • Leadership responsibility to promote culturally competent individuals • Value student experience and expectations to achieve • Proficiency • White privilege <p><u>Dislikes</u></p> <ul style="list-style-type: none"> • Corporate language • Lacks transformational capacity • Lacks results • Evolves-much too long • Lacks cross-cultural • Developmental 	<p>Culture implies the integrated patterns of human behavior that includes thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or social groups.</p> <p>Cultural proficiency is integrated behaviors demonstrated at all levels within a system. Behaviors include personal commitment, leadership to expect cultural competence in individuals and organizations and to value students as capable learners who add value to our schools and community.</p>
TABLE F	
	<p>Cultural competence is a process of developing skills and abilities to a.) validate each child’s culture, b.) teach and learn from each child effectively with high expectations, dignity and respect, and c.) provide a safe and nurturing environment. Cultural competence occurs at individual and system levels that evolve over an extended time period. Cultural competence requires that individuals and organizations:</p> <ul style="list-style-type: none"> a.) Have a defined set of values and principles, demonstrated behaviors, attitudes, policies and structures that enable them to work effectively in a cross-cultural manner. b.) Demonstrate the capacity to 1.) value diversity, 2.) engaged in self-reflection, 3.) manage the dynamics of difference, 4.) acquire and institutionalize cultural knowledge, and 5.) adapt to the diversity and the cultural contexts of the communities they serve. c.) Incorporate and advocate the above in all aspects of leadership, policy making, administration, practice, and service delivery while systematically involving customers, key stakeholders, and communities.

KEY ELEMENTS	DEFINITION
TABLE G	
	Cultural competence is the ability to understand and respond to individual and group differences in an inclusive, respectful, and effective manner.
TABLE H	
	<p>Cultural competence is the ability to successfully teach students who come from a culture other than your own. It is a developmental process occurring at individual and system levels that evolves over an extended time period. Cultural competence requires that individuals and organizations:</p> <ul style="list-style-type: none"> a.) Have a defined set of values and principles, demonstrated behaviors, attitudes, policies and structures that enable them to work effectively in a cross-cultural manner. b.) Demonstrate the capacity to 1.) value diversity, 2.) engage in self-reflection, 3.) manage the dynamics of difference, 4.) acquire and institutionalize cultural knowledge, and 5.) adapt to the diversity and the cultural contexts of the communities they serve. c.) Incorporate and advocate the above in all aspects of leadership, policy making, administration, practice, and service delivery while systematically involving customers, key stakeholders, and communities.
TABLE I	
	<p>Culture refers to integrated patterns of human behavior that include the language, thoughts, communication, actions, customs, beliefs, values, and norms of racial, ethnic, religious, or social groups. Cultural competence is a developmental process occurring at individual and system levels that evolves over an extended time period. Cultural competence requires that individuals and organizations:</p> <ul style="list-style-type: none"> a.) Have a defined set of values and principles, demonstrated attitudes, structures and policies that come together in a system, agency, or among professionals and enables that system, agency or those professionals to work and communicate effectively in cross-cultural situations b.) Demonstrate the capacity to 1.) value diversity, 2.) engage in self-reflection, 3.) manage the dynamics of difference, 4.) acquire and institutionalize cultural knowledge, 5.) adapt to the context of the students, families/communities, 6.) be sensitive to individual differences/diverse cultures, and encourage parent participation, and 7.) comprehend new patterns of behavior and apply them in the appropriate settings. c.) Incorporate, evaluate, and advocate the above in all aspects of leadership, policy making, administration, practice, and service delivery while systematically involving customers, key stakeholders, and communities to increase the quality of services, producing better outcomes.

KEY ELEMENTS	DEFINITION
TABLE J	
	<p>Cultural competence is based on a commitment to social justice and equity. [provide definition of culture here: either CODAC from University of Oregon or “Culture refers to integrated patterns of human behavior that include the language, thoughts, communication, actions, customs, beliefs, values, and norms of racial, ethnic, religious, or social groups.”] Cultural competence requires that individuals and organizations:</p> <ul style="list-style-type: none"> a.) Have a defined set of values and principles that are reflected in behaviors, attitudes, policies, and structures which enable them to work effectively for equity and social justice in a cross-cultural manner. b.) Demonstrate evidence of valuing and respecting diverse people and perspectives, engage in ongoing self-reflection and assessment....(all else unclear) c.) Institutionalize, incorporate and advocate the above in all aspects of leadership, policy making, administration, practice, and service delivery while systematically involving customers, key stakeholders, and communities.
TABLE K	
<p><u>Common elements:</u></p> <ul style="list-style-type: none"> • Self-reflection/examination – it’s a process • Individual AND systems/organizations • Inclusive <p><u>The definition needs:</u></p> <ul style="list-style-type: none"> • To be more specific and direct • Add “respect” • More inclusive • Active engagement 	<p>Cultural competence develops as individuals and organizations become aware of and examine commonalities and differences among people and cultures. Those developing this competence take action that results in inclusive and respectful practices and behaviors.</p>
TABLE L	
<ul style="list-style-type: none"> • What is culture? • Just and equitable society • What values are • Complexity of difference among people • Measurement • Educational focus • Individual and organizational • Comprehensive • What is competence? • Teaching successfully cultures other than your own • Effective with diverse families and communities • Teaching students about other cultures • See sample definitions #4 and #5 as good examples • Name groups • Diversity as an <u>asset</u>; culture; language • Economically distressed family should be included as part of cultural diversity • Linguistic, poverty 	<p><u>Suggestions:</u></p> <ul style="list-style-type: none"> • Blend sample definition #5 into working draft • Health, safety and well-being of all students • To advocate on behalf of all learners • Sample #5 as a lead in with #4 • Prefer competence, not competency <p><u>Proposed definition:</u> Cultural competence is a developmental process that requires individuals and organizations to advocate on behalf of learners by:</p> <ul style="list-style-type: none"> a.) Demonstrating behaviors, attitudes, policies, and structures that enable them to work effectively in a cross-cultural manner with children and adults from all backgrounds b.) Demonstrating the capacity to 1.) value diversity, 2.) engage in self-reflection, 3.) manage the dynamics of difference, 4.) acquire and institutionalize cultural knowledge, 5.) respond to the diversity and the cultural contexts of the communities they serve, and 6.) advocate for the success and well-being of all learners, their families and communities.

KEY ELEMENTS	DEFINITION
TABLE L CONTINUED	
<ul style="list-style-type: none"> • Societal norms of behavior • Educational attainment is a cultural change agent • Define norm • Honor diversity in perspective and viewpoint • Institutionalize what we know • Cultural “responsiveness” • “Economically, culturally and linguistically” (#5) • Advocate on behalf of all learners 	<p>7.) <u>Incorporating</u> and <u>advocating</u> for cultural competence in all aspects of leadership, policy making, administration, practice, hiring, service delivery while systematically involving individuals and communities.</p>

CONFERENCE NOTES: INDICATORS OF CULTURAL COMPETENCE

<p><u>Creating a Respectful Climate where Students are Safe and Valued</u></p> <ul style="list-style-type: none"> • Respect and value me; Not tolerate • Establish a trusting environment and build relationships • Be welcoming, open, hospitable; show you care • Ability to maintain and ensure the safety of those who are vulnerable both physically, socially and emotionally • Maintains openness to learning, growing, sharing; acts in nonjudgmental/sensitive ways; values critique, correction from others • Effective forms of communication • Openness to learning how to navigate the unknowns with the goal of students' safety and success in learning • Address stereotypical statements and language to take action • Respectful communication style that puts people at ease • <u>Respect</u> as a default, observable constant • Listening and speaking in ways that are respectful and promote two-way communication • Communicates in a respectful way • Creates a welcoming, safe, respectful, collaborative environment • Respectfully engages all families into the life and learning in and out of school 	<p><u>Create Culturally Inclusive Classroom/School Environment</u></p> <ul style="list-style-type: none"> • Continuously adapt the learning community to be inclusive of all groups • Identify cultural assets (strengths) represented in room/school • Capitalizes on cultural strengths in order to promote new learning • Visibly open acceptance of difference that is readily evident in others • Acts on the expectation that everyone has something valuable to communicate • Evidence of affirming dignity and worth of <u>all</u> (students/families) • Ability to hold multiple perspectives and model it for others • Acknowledges the legitimacy of others opinions and ways • Ability to communicate with parents • Works collaboratively/effectively with other adults (parents, community, staff, families, etc) • Be able to learn from students and parents • Affirm dignity and worth of all • Be aware of possibilities for making connections (reaching out) • Valuing parent/community perspectives and involvement • Assess/facilitate inclusive learning climate
<p><u>Eagerly Gain Knowledge of Diverse Multiple Cultural Perspectives</u></p> <ul style="list-style-type: none"> • Continuous education, experience, and exposure • Open to new experiences in a non-judgmental way • Trans-cultural cross-cultural "world traveling" • Able to receive and integrate new information about your cultural competency from other sources • Demonstrate skill of working with diverse populations • Develops knowledge about other cultures (general/specific) • Knowledge on how to access information • Suspend assumptions • Willingness to learn and change your mind • Teachers should be life-long learners 	<p><u>Educator Self-Awareness, Self-Knowledge and Self-Responsibility</u></p> <ul style="list-style-type: none"> • Ability to self-reflect and question • Makes choice to challenge one's own fear and expectations about cultural difference • Engage in personal self-awareness in race, class, privilege, etc issues • People correcting their own behaviors • Self-reflection to examine bias • Willingness to move out of comfort zone • Recognition of own culture and how it influences your actions/thinking and how it influences others' perceptions of you • Awareness of one's own cultural identity, bias, and beliefs • Ability to self-reflect on barriers I create for others different from me • Self-assessment of cultural identity (biases and perceptions) • Define your own values and understand others; engage in self-assessment of values • Taking action to address cultural issues

INDICATORS OF CULTURAL COMPETENCE CONTINUED

<p><u>Promote Equitable Access with Vigor</u></p> <ul style="list-style-type: none"> • Encouraging/nurturing capacity to advocate social justice • Ability to advocate for all learners • Questioning the status quo and taking action • Willingness to take action in response to potentially hurtful comments or behaviors • Sensitivity and responsiveness to comments and behaviors that could hurt. • Courage • Takes responsibility for own actions, for speaking up about others' actions, for the organizations' actions. 	<p><u>Demonstrate Respectful and welcoming verbal and non-verbal Interaction Skills</u></p> <ul style="list-style-type: none"> • Ability to forge relationships of quality with someone from a different culture • Willingness to apologize • Empathy • Ability to bridge differences and build community • Empathy; ability to see other's perspective • Active listener • Cross-cultural, interpersonal skills • Ask questions when you don't know • Ability to ask questions • Ability to listen deeply • Sensitivity and flexibility to reflect on personal biases while demonstrating exceptional listening skills.
<p><u>Curriculum and Teaching</u></p> <ul style="list-style-type: none"> • Value and knowledge of "whole" learners • High expectations of learner and educators • Celebrating and including cultures and histories • Mastering bodies of cultural knowledge • Implement multicultural curriculum • Culturally specific programming (funds) • Critical evaluation of class content and teaching strategies – use data as a tool • Demonstrates knowledge of effective classroom teaching strategies (professional development provided by the system) • Be able to teach students to value and respect diversity in the classroom • Use research-based best practices • Build knowledge of different cultures • Infuses knowledge about diverse cultural perspectives into everyday life • Educator knows how to embed culture in curriculum and instruction • Mastery of multiple cultural points of view • Understand history of oppressed groups • Ability to transform the curriculum to enable students to learn new concepts, issues, events, and themes from the perspectives of diverse racial and cultural groups • Knowledge of issues (content) • Differentiated instruction/assessment • Differentiating instruction to reach all learners (students and adults) • Adapt assessment to reflect the knowledge and skills of the students 	<p><u>Organizational/Institutional Indicators</u></p> <ul style="list-style-type: none"> • Everyone should be able to promote cultural competence • Measurable accountability • Recognize the level and limits of your/organizations' ability to address culture • Cultural competence is part of a mission that we see on campus daily • Awareness of laws and policies affecting learners • Improvement goals for the institution around multicultural issues • Ongoing training and education and ongoing staff development • Reduces achievement gap; ensures the success for all students • Open to formative assessment/evaluation of equity • Mechanism for feedback from diverse stakeholders <p>Conduct community dialogue around values</p>

INDICATORS OF CULTURAL COMPETENCE CONTINUED

<p><u>Recruits/Supports the Success of a Diverse Staff</u></p> <ul style="list-style-type: none"> • Recruitment/retention of bilingual/bicultural staff at all levels • Knowledge of flexibility in hiring • Uses resources targeted for diverse student for their benefit; identifies and attracts resources (communities, families, etc) • Creates welcoming, safe, respectful, collaborative environment; recruits and supports diverse staff 	<p><u>High Expectations for All</u></p> <ul style="list-style-type: none"> • Establish high expectations • Expect the best • Being able to “really teach” • Be prepared for anything • Multiple approaches • Knowledge of demographics of students, staff, and community • Know who they are serving
<p><u>Be Aware of Key Concepts: Privilege, Affirmative Action, Assimilation vs. Pluralism</u></p> <ul style="list-style-type: none"> • Proactively address institutional bias in curriculum • Institutional material review for bias • Be able to address issues of cultural bias • Acknowledge institutionalized racism 	<p><u>Multi-Lingual Communication</u></p> <ul style="list-style-type: none"> • Be bicultural and bilingual • Understand language differences [?] subtleties
<p><u>Cross-Cultural Conflict Resolution</u></p> <ul style="list-style-type: none"> • Be able to manage conflict and turn it into a “teachable moment” 	

CONFERENCE NOTES: STAKEHOLDER ROLES
ASSOCIATIONS

What others think you should do	Action Plans (developed by each stakeholder group)
<ul style="list-style-type: none"> • Research – data collection • Professional development • Literature • Policy statements • Collective bargaining assistance (more collaborative, less adversarial) • Promote sharing of ideas/information • Support • Advocate for cultural proficiency in K-12 schools and other levels (16-20+) • Advocate cultural competence as a contract issue for teacher and administrators • Clearinghouse for information • Develop action plan to role out • Recruit for diversity • Networking information • Walk the talk • Advance legislation • Resource support • Provide opportunity to enhance cultural competence among members through advocacy and resources • Support teachers, districts, and schools • Facilitate dialogue that includes cultural competence • Educate about the needs of various groups • Build bridges for consensus seeking • Coalition building • Internalize organization responsibility 	<p><u>6 Months</u></p> <ul style="list-style-type: none"> • Continue collaborative work (OEA, OSBA, COSA, OSPA, OABE, OSPRA) • Continue professional development opportunities (OEA Minority Affairs Leadership Conference, OSBI) • Advocate • Raise awareness, share information and resources • Help identify model programs and practices/share experiences and issues • Show connection between cultural competence and closing the gap • Website links <p><u>1 Year</u></p> <ul style="list-style-type: none"> • Collaboratively present “program” to diverse groups around the state • Provide leadership, direction and resources to promote recruitment/retention • Showcase best practices • Work with ODE and NWREL to be a clearinghouse for calendaring of events/workshops/conferences • Assess where we’re going – how we’re doing • Support diverse candidates <p><u>5 Years</u></p> <ul style="list-style-type: none"> • In addressing retention of diverse staff, how do we impact the community climate to also be inclusive • Continue assessment feedback on how we’re doing • Build collaborative relationship with subject area organizations (TESOL, math teachers, social science, etc) • What can we do to replenish the poll as the knowledge base retires? • Mentoring, support of new teachers, etc

CONFERENCE NOTES: STAKEHOLDER ROLES CONTINUED
DISTRICT LEADERS

What others think you should do	Action Plans (developed by each stakeholder group)
<ul style="list-style-type: none"> • Assign lead person to cultural competency • Assist school leaders to achieve goals <u>they</u> set • Pay good people good money • Set the tone for the district – equity valued • Have courage • Money for staff release time • Resources • Learn then teach • Include cultural competency in district mission statement and improvement plan • Provide staff development opportunities • Yield to the experts • Examine hiring practices • Support funding needs where diverse needs exist • Not “equal funding” but “equitable funding” • Model and support cultural competency • Make room for cultural competency in more venues • Hold principals accountable • Create/foster environment that are welcoming – mentoring across cultures • Hold schools accountable and guide through implementation • Include cultural competency in performance evaluation • Reward creativity • Vision and goal setting for cultural competency • Establish observational protocol that questions whether effective practices are in place • High expectations for all schools • Policy development • Community engagement – meeting w/ community stakeholders • Replicate and celebrate exemplars and cultural competency best practices 	<p><u>6 Months</u></p> <ul style="list-style-type: none"> • Assign lead person but create leadership density • Identify and allocate resources <ul style="list-style-type: none"> ○ Professional development • Develop a plan <ul style="list-style-type: none"> ○ Vision/mission setting ○ Goal setting ○ Strategies ○ Identify resources • Community and family engagement <ul style="list-style-type: none"> ○ Share data and vision • Replicate and celebrate exemplars and best practices • Establish and set the tone for Board, school administration, staff, and community with courage and determination • Start conversations – examine language <ul style="list-style-type: none"> ○ Internal ○ External • Collegial support • Leadership development <ul style="list-style-type: none"> ○ Consistent and insistent <p><u>1 Year</u></p> <ul style="list-style-type: none"> • Recruitment practices and incentives • Examine hiring practices <ul style="list-style-type: none"> ○ Recruitment ○ Training ○ Retention • Implement plan • Accountability systems and evaluation • Review, revise and develop polices <ul style="list-style-type: none"> ○ Specific policy relating to cultural competency ○ Inclusion of cultural competency in all existing policies <p><u>5 Years</u></p> <ul style="list-style-type: none"> • Ongoing monitoring and re-assessment

CONFERENCE NOTES: STAKEHOLDER ROLES CONTINUED
HIGHER EDUCATION AND COMMUNITY COLLEGES

What others think you should do	Action Plans (developed by each stakeholder group)
<ul style="list-style-type: none"> • Cultural competency evaluation • Bring teachers into COE to teach graduate students • Make it easier for minority students to attend (including undocumented) • Infuse cultural competency in pre-service programs instead of single course in multicultural education • Recruit, hire, retain diverse faculty and students • Expose pre-service candidates to diverse students • Partner with school district to further cultural competency issues • Research and disseminate best cultural competency practices • Model cultural competency in classroom teaching • Are the right people in place for change? • Offer/require courses which teach diversity issues • All faculty develop their own “cultural competencies” by engaging in self-reflection first, then model in classes – be open to own areas of blindness • Outreach to K-12 students • Select highly qualified candidates for licensure • Take risks to push issues; infuse difficult issues into conversations • Build bridges with other stakeholder groups • Return research back to schools in understandable form – usable research • Work with licensing agency in developing standards and measures for cultural competency of educators • Expand awareness and tools for practicing cultural competency across disciplines • Provide funding to facilitate progress • Graduate only culturally competent candidates • Facilitate resources for teachers and other educational personnel 	<p><u>6 Months</u></p> <ul style="list-style-type: none"> • Push legislature on open enrollment into community college and university • Higher education coordinate meeting to share best practices and resources <ul style="list-style-type: none"> ○ develop online support process ○ common website/database (OUS) • Faculty self-assessment – where are the holes? • Begin system enlightenment • Use New York Times offer • Investigate “grow your own” non-traditional students <p><u>1 Year</u></p> <ul style="list-style-type: none"> • Course evaluations/curriculum • Recruit culturally competent faculty – policy review, systems level, salary • Lobby legislature • Develop deeper partnership with diverse K-12 schools • CTL, CCL, CAL, school psychology license content • Assessment of per-service students • Research questions • Pre-service educators develop knowledge about alternatives to licensure requirements <p><u>5 Years</u></p> <ul style="list-style-type: none"> • Attract resources to support diverse student population and improve access and support for success (negotiate system mentoring) • Research outcomes

CONFERENCE NOTES: STAKEHOLDER ROLES CONTINUED
LEGISLATURE

What others think you should do	Action Plans (developed by each stakeholder group)
<ul style="list-style-type: none"> • Accountability • Public information sharing (“bully pulpit”) • Grants • Mandates/statutes • Provide incentive funds and resources • Enforce bills (ex: Multicultural Curriculum bill, Oregon History bill) • Identify incentive packages for recruiting teachers and administrators of color • Read reports on cultural competency and follow up • Allow avenues for undocumented students to access higher education • Legislate cultural competency at all levels • Listen • Realistic laws and support to promote policy and funding with timelines and implementation as it relates to cultural competency • Tie administrator distribution formulas to spending • Identify stable funding for education and equitable funding for diversity • Bring in and listen to experts • Provide for affordable housing and healthcare • Hold other bureaucracies accountable for educating students • Examine and take lead on equity and access issues for all students • Statutory authority for standards for cultural competency • Make laws re: cultural competency • Walk the talk • No unfunded mandates related to cultural competency • Don’t micro-manage • Funding • Support for minority teachers (recruitment and training) • Legislature will be held accountable for monitoring cultural competency initiatives • Site visits • Fund schools and schools of education to develop culturally competent teachers • Collaboration between legislative and executive branches on education agenda • Spend time in schools to develop understanding of schools and school issues related to cultural competency • Support the Dream Act (federal) • Advocate for money at federal level • Reward and promote best practices 	<p><u>6 Months</u></p> <ul style="list-style-type: none"> • Accountability • Enforce bills (ex: Multicultural Curriculum bill, Oregon History bill) • Read reports on cultural competency and follow up • Realistic laws and support to promote policy and funding with timelines and implementation as it relates to cultural competency • Identify stable funding for education and equitable funding for diversity • Statutory authority for standards for cultural competency • Make laws re: cultural competency • Walk the talk • Collaboration between legislative and executive branches on education agenda • Advocate for money at federal level • Spend time in schools to develop understanding of schools and school issues related to cultural competency <p><u>1 Year</u></p> <ul style="list-style-type: none"> • Identify incentive packages for recruiting teachers and administrators of color • Bring in and listen to experts • Examine and take lead on equity and access issues for all students • Support for minority teachers (recruitment and training) • Legislature will be held accountable for monitoring cultural competency initiatives (ongoing) • Fund schools and schools of education to develop culturally competent teachers (ongoing) • Provide thoughtful leadership to effect systemic change re: cultural competency <ul style="list-style-type: none"> ○ Utilize a variety of tools, methods as a legislative body and as individuals <p><u>5 Years</u></p> <ul style="list-style-type: none"> • Funding

CONFERENCE NOTES: STAKEHOLDER ROLES CONTINUED
OREGON DEPARTMENT OF EDUCATION

What others think you should do	Action Plan (developed by each stakeholder group)
<p><i>Summit participants created an extensive list of tasks/actions for ODE. The ODE group organized the list of tasks/actions into categories (color-coded).</i></p> <p><u>Professional Development</u></p> <ul style="list-style-type: none"> • Data collection • Civil Rights compliance review • Accountable standards\ • Accountability • Capitalize on flexibility of NCLB • Setting expectations, monitor, review • Cultural competency training of trainers for educators • Professional development list/activity – accountability to the state showing how districts meet cultural competency requirements • Require a second language from kindergarten OARs • Establish accountability structure and standards • Hold K-12 responsible for integration of cultural competency issue • Monitor the implementation <p><u>Accountability</u> (goals, mission, assessment)</p> <ul style="list-style-type: none"> • Monitoring implementation – measure and report • Assessments that are not culturally biased • Revisit mission statement • Use inclusive lens/district Improvement Plans • Rethink assessments and advocate at state and federal level for change – what really helps? <p><u>Resources</u></p> <ul style="list-style-type: none"> • Funding local initiatives • Publication/dissemination of best practices • Diversity staff (recruit and support) • Follow money for diverse groups funding • Grants • Legislative advocacy • Identify resources • Provide support through resources, time and training <p><u>Best Practices</u></p> <ul style="list-style-type: none"> • Modeling best practices • Provide information on best practices • Model cultural competency collaboration with state agencies (ex: work currently with DHS - Healthy Students Learn Better) 	<p><u>6 Months</u></p> <ul style="list-style-type: none"> • Gather stakeholders to develop a cultural competence plan • Review then align federal rules and stat rules, policy • Expand material information • Add to the CDIP review process and other accountability measures • Focus effort on diversity of staff • Add to existing professional development • Capitalize on NCLB (?) <p><u>1 Year</u></p> <ul style="list-style-type: none"> • Set state standard • Assessing /publishing best practice information • Professional development opportunities • Continue the dialogue • Legislative activity • Identify/gather data and report best practice <p><u>5 Years</u></p> <ul style="list-style-type: none"> • Gather data – track progress • Publish district guidance • Revise state policy • Trend analysis • Analyze curriculum standards • Staff diversification and ongoing training at ODE

CONFERENCE NOTES: STAKEHOLDER ROLES CONTINUED
OREGON DEPARTMENT OF EDUCATION

What others think you should do	Action Plan (developed by each stakeholder group)
<p><u>Materials</u></p> <ul style="list-style-type: none"> • Curricular support and materials • Integration of multicultural education in curriculum standards – across the agency • Include cultural competency materials in state approval process <p><u>Policy</u></p> <ul style="list-style-type: none"> • Guidance to districts • Alignment and integration with federal rules and regulations • Research • Inclusive policy • Develop standards for cultural competency/proficiency for students and teachers • Policy interpretation • Clarify policies <p><u>Convene/Plan</u></p> <ul style="list-style-type: none"> • Convene leaders of key stakeholders to develop an implementation plan • Provide forums for teacher/school district input • Act as coordinating entity between different institutions efforts <p>Develop statewide strategic plan bringing stakeholders together</p>	

CONFERENCE NOTES: STAKEHOLDER ROLES CONTINUED
SCHOOL LEADERS

What others think you should do	Action Plans (developed by each stakeholder group)
<ul style="list-style-type: none"> • Protect teachers from too many agendas • Staff development • Support and advocate • Encouragement • Model, facilitate, sustain cultural competence • Promote an environment of cultural inclusivity for addressing issues • Promote high expectations for all (students, parents, teachers) • Encourage the system to work • Be a role model for students and parents • Develop staff opportunities for growth at the building level – develop community • Involve schools in appropriate endeavors promoting cultural competence • Create a school wide dialogue • Assure students a safe and welcoming environment • Hire bilingual staff and those who possess cultural competence – annually evaluate for cultural competence • Disseminate information on cultural competence • Create school climate that reflects respect and belonging for all • Learn about the wider educational community of school • Develop building plans for cultural competence – clear SIP goals) • Provide resources • Provide feedback • Model: “walk the talk” • Establish learning communities • Demand accountability • Actively recruit culturally competent individuals • Become a part of all communities • Reflect district goals • Establish environment • Encourage, educate, value, embrace • Get out in the community – outreach • Work collaboratively • Be vigilant • Identify exemplary practices • Creative approaches to assessment • Demonstrate principled, ethical behavior • Communicate with all families • Set a tone of respect • Set building improvement goals • Evaluate district leaders et al • Ongoing self-assessment for school • Supervise teaching and learning for curriculum oversight and teacher evaluation for multicultural ed 	<p><u>6 Months</u></p> <ul style="list-style-type: none"> • Recruit and hire culturally competent staff • Develop a plan for increasing cultural competence among school leaders (support group) • Create a dialogue/conversation among school staffs to strengthen the learning community and increase cultural competence • Model culturally competent behavior (e.g., respectful, safe, high achievement for all) <p><u>1 Year</u></p> <ul style="list-style-type: none"> • Set annual SIP that reflect cultural competence <ul style="list-style-type: none"> ○ Establish plan for staff development ○ Allocate resources according to SIP • Include Title I and ELL goals and evaluation of goals with SIP • Communicate with district employees (including superintendent) about need for commitment to increase cultural competence throughout the district • Align SIP with district goals (incorporate cultural competence into goals at both levels) • Develop methods for assessing/evaluating the cultural competence of teachers, administrators, staff <p><u>5 Years</u></p> <ul style="list-style-type: none"> • Sustain culturally competent school culture and climate (i.e., climate is not dependent on one person or a few) • Increase pool of skilled administrators who are also bilingual

CONFERENCE NOTES: STAKEHOLDER ROLES CONTINUED
TEACHERS AND COUNSELORS

What others think you should do	Action Plan (developed by each stakeholder group)
<p><u>Professional Development</u></p> <ul style="list-style-type: none"> • Professional development • Promote respect and collegiality • Training/incorporating strategies • Self-reflection on practices • Link students with community • Documentation of cultural competency training (portfolio) • Ask for help • Teacher empowerment – mentor one another • Curriculum (knowing curriculum) that reflects diversity • Look beyond obvious behavior for reasons/causes (in-services) • Distributive leadership model • Knowledge of historical perspectives, multiple perspectives – demographic shifts/trends, learning styles • Demonstrate cultural competency in work samples and lesson plans • Understand how to communicate and advocate for parents and families • Share student stories with stakeholders <p><u>Classroom/Community</u></p> <ul style="list-style-type: none"> • Create a welcoming environment • Model respect and cultural competency behaviors • Embrace and implement standards • Create an inclusive classroom • Know the curriculum and students • Hold student accountable • Tread lightly/empower the students • Develop/deliver curriculum that reflects diversity • Assign work samples that are culturally unbiased • Communicate with and advocate for families • Implement practices that reflect multiple perspectives and learning styles (differentiated instruction) • Teach the whole child <p><u>Personal Development</u></p> <ul style="list-style-type: none"> • Become a lifelong learner • Self-reflection on priorities • Apply competencies and believe it • Distributive leadership model • Advocate for one another 	<p><u>6 Months</u></p> <ul style="list-style-type: none"> • Promote respect and collegiality • Training/incorporating strategies • Ask for help • Look beyond obvious behavior for reasons/causes (in-services) • Understand how to communicate and advocate for parents and families • Create a welcoming environment • Model respect and cultural competency behaviors • Create an inclusive classroom • Know the curriculum and students • Hold student accountable • Tread lightly/empower the students • Communicate with and advocate for families • Teach the whole child • Become a lifelong learner • Self-reflection on priorities • Advocate for one another <p><u>1 Year</u></p> <ul style="list-style-type: none"> • Link students with community • Teacher empowerment – mentor one another • Share student stories with stakeholders <p><u>5 Years</u></p> <ul style="list-style-type: none"> • Documentation of cultural competency training (portfolio) • Curriculum (knowing curriculum) that reflects diversity • Knowledge of historical perspectives, multiple perspectives – demographic shifts/trends, learning styles • Demonstrate cultural competency in work samples and lesson plans • Embrace and implement standards • Develop/deliver curriculum that reflects diversity • Assign work samples that are culturally unbiased • Implement practices that reflect multiple perspectives and learning styles (differentiated instruction) • Apply competencies and believe it • Distributive leadership model

CONFERENCE NOTES: STAKEHOLDER ROLES CONTINUED
TEACHER STANDARDS AND PRACTICES COMMISSION (TSPC)

What others think you should do	Action Plans (developed by each stakeholder group)
<ul style="list-style-type: none"> • Diversify staff • Put teeth in student summary reports re: cultural competency • Train evaluators for program approval • Strengthen civil rights workshop • Ensure culturally competent educators • Senate Bill 690 • Develop reciprocity between states and countries for licensure • Incorporate cultural competency into CTL • Expand Civil Rights exam • Build expectations for cultural competency into initial licensure requirements • Revoke licenses for culturally incompetent behavior • Accountability • Policies to diversify workforce • Work with professions to prioritize cultural proficiency • Expect high cultural proficiency standards in program approval • Adopt cultural competency standards for educator licensure • Identify core competencies • Provide alternatives for diverse candidates • Accept professional experiences/courses for licensure • Identify best practices/knowledge (other states – more global) • Listen, communication, outreach • Do not allow teacher licensure without exposure to another culture besides their own • Mandate teacher prep programs and hold higher education accountable • Collaborate with higher education to develop cultural competency standards • Have a cultural competency component with measurable component • Maintain website of best practice ideas, example, bibliographies, exemplars • Keep cultural competency component in work • Redo/revise/improve Civil Rights workshop and materials and PDF file • Facilitate sharing of model programs and practice • New administrative licensure standards • Resources for university assessments (w/ flexibility) • Set high standards for “fitness to teach” as it relates to capacity to achieve cultural competency from life to death • Ensure that ESOL/Bilingual endorsement moves to include cultural competency 	<p><u>6 Months</u></p> <ul style="list-style-type: none"> • Update Civil Rights workshops – improve/re-approving for July 2003 • Keep cultural competency in work sample (no plans to change) • New administrator licensure standards – hearings July 2004 • More outreach to teachers, administrators, and counselors for information <p><u>1 Year</u></p> <ul style="list-style-type: none"> • Work with professions to prioritize cultural competency • Accept alternative experience (out-of-country teachers) • Provide alternatives for diverse candidates (reciprocity states) • Communication issues <ul style="list-style-type: none"> ○ Listen to stakeholders/policy ○ Web: best practices from other states (examples, bibliographies, exemplars) ○ Licenses for alternative paths • Review rules of culturally competent standards • Review role of cultural competence in all levels of licensure <p><u>5 Years</u></p> <ul style="list-style-type: none"> • Program approval <ul style="list-style-type: none"> ○ Collaborate with higher education to develop cultural competency standards (include active “other” culture exposure/experience) ○ Develop measurable cultural competency component in teacher preparation curriculum ○ Hold higher education accountable for cultural competent candidates ○ Set high standards for “fitness to teach” for cultural competency from life to death ○ Train program evaluators • Revise rules, after review, to achieve high cultural competency standards including possible revocation of licensure for culturally incompetent behavior • Establish cultural competency endorsement (possibly) • Upgrade TSPC policies for cultural competency alignment • Ensure licensed educators are culturally competent <ul style="list-style-type: none"> ○ New workforce ○ Existing workforce • Require cultural competence for licensure renewal

CONFERENCE NOTES: STAKEHOLDER ROLES CONTINUED

OTHERS

What others think you should do	Action Plans (developed by each stakeholder group)
<p><u>Business</u></p> <ul style="list-style-type: none"> • Provide opportunities to students to address equity • Resources for special projects • Support adequate tax base for quality education for all <p><u>Student, Parents, Community</u></p> <ul style="list-style-type: none"> • Have a voice – get involved in the dialogue • Help the school system – hold them accountable for the standards for cultural competency • Respect the classroom – keep kids in class <p><u>Governor</u></p> <ul style="list-style-type: none"> • Advocate for funds at the federal level • Reward best practices, share ideas • Work with legislature to promote and fund training and reward models <p><u>Media</u></p> <ul style="list-style-type: none"> • Promote education and cultural competency • Inform community • Highlight accomplishments • Responsible reporting • Combat stereotypes • Tell good stories as the norm – they sell and inspire <p><u>School Boards</u></p> <ul style="list-style-type: none"> • Link to community • Expect progress reports <p><u>Other</u></p> <ul style="list-style-type: none"> • SB 770 • SB 690 • SB 103 • Implementation of Oregon Alaska Native statewide Indian education plan • Communication with Native Americans and recognition • Parents as stakeholders • Corporate and industry stakeholders • Invest in the community • Create partnerships with educational institutions which foster cultural competence 	<p><u>6 Months</u></p> <ul style="list-style-type: none"> • Involve more student, parents and community in cultural competency dialogue and hold school to standards • Increase student attendance and parent involvement with social support services <p><u>1 Year</u></p> <ul style="list-style-type: none"> • Annual progress reports, report cards from ODE <p><u>Ongoing</u></p> <ul style="list-style-type: none"> • SB 770 Tribal governments • SB 690 Native languages • SB 103 Multicultural Educational Research and Reform Implementation of Oregon Alaskan native statewide Indian Education Plan • Communication with and recognition of Native Americans • Inform public, good press <p><u>Misc</u></p> <ul style="list-style-type: none"> • Provide opportunities for students to address equity • Resources for special projects • Corporate and industry stakeholders to invest in the community • Create partnerships with educational institutions which foster cultural competency

CHRONOLOGY OF KEY STATEWIDE INITIATIVES IMPACTING DEVELOPMENT OF A DIVERSE K-12 EDUCATOR WORKFORCE*

1970s	Teacher Standards and Practices Commission required completion of a Discrimination Workshop for the licensing out of state teachers.
1980s	Underrepresented minority scholarship programs implemented by Board of Higher Education: Portland Teacher Program, Underrepresented Minority Undergraduate Program. (In mid-1990s, programs were re-directed by federal mandate to support students by diversity.)
1991	Legislature passed Minority Teacher Act of 1991; hearings held biennially to review progress.
1995	Teacher Standards and Practices Commission required teacher preparation programs to have outcomes related to diversity. These are reviewed during TSPC program site visits.
1996	Governor John Kitzhaber signed Executive Order EO-96-30 in recognition of the important relationship between state government and federally recognized Indian tribal governments located in Oregon. The initiative established a forum to maximize intergovernmental relations through a cluster arrangement. An Education Committee developed from this effort.
1997-1999	Board of Education identified a “citizen” goal for K-12 students that related to diversity.
1998	Joint Boards of Education (Board of Education/Board of Higher Education) considered diversity in the educator workforce, recommending this is 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 passed senate Bill 103 relating to multicultural education policy of public schools.
2000	Board of Higher Education expanded its definition of diversity to move beyond definitions categorizing underrepresented people by race/ethnicity.
2001	Oregon University System produced 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. New sections were added to extend reporting beyond counting numbers/percentages of underrepresented minorities in education pipeline, to include campus and statewide in recruitment, curriculum enhancement, task forces, centers, research, etc.
2001	Oregon University System conducted national study of state policies on cultural competence requirements for K-12 educators, with findings presented to Legislature and stakeholder groups.
2001	Oregon Quality Assurance in Teaching Project, O-QAT (State Title II Teacher Quality Enhancement) developed teacher education website that included category on “Diversity” at < http://www.ous.edu/aca/studies.htm > Major reports on diversity reside at this site.
2002	Oregon Association of Colleges of Teacher Education (OACTE) held “Statewide Diversity Forum” for faculty information sharing on practices to better prepare teachers for new cultural competence expectations.
2002	Oregon University System institutions, including representatives from Colleges of Education, participated 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 (OACTE) and Oregon Quality Assurance in Teaching (O-QAT) co-sponsored “Statewide Forum on Multiculturalism & 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 produced “Minority Teacher Act Report” on behalf of state agencies, community colleges, and universities for the Legislature. Sections beyond required counting of numbers and percentages of underrepresented minorities in education pipeline, to include campus and statewide in recruitment, curriculum enhancement, task forces, centers, research, etc.

**CHRONOLOGY OF KEY STATEWIDE INITIATIVES IMPACTING
DEVELOPMENT OF A DIVERSE K-12 EDUCATOR WORKFORCE CONTINUED**

2003	Oregon Department of Education with SB103 Advisory Committee developed/adopted preamble and definition elements of multicultural education, resulting in Program Guidelines for Multicultural Education.
2003	Teacher Standards and Practices Commission proposed Cultural Competency Plan for Action to its Commission.
2003	Eugene School District's LEAD project ("Leadership for Education Achievement in District") funded by Wallace Foundation's national leadership initiative established performance indicators and measures for cultural competence to assess K-12 school administrators
2003	Oregon Association of Colleges of Teacher Education (OACTE) sponsored 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 of Teacher Education (OACTE) established "Subcommittee on Diversity" to plan an expanded agenda for future action.
2003	Oregon University System published third edition of <i>The OUS Native American Resource Guide</i> .
2004	State Action for Educational Leadership (SAELP) project funded by Wallace Foundation's national K-12 leadership initiative received Trailblazer's award to sponsor "Cultural Competency Summit." Planning for summit began in February 2004, for meeting scheduled in May.
2004	Invitational "Cultural Competency Summit" funded by Wallace Foundation to SAELP, to be held at Lewis and Clark College. Estimated 96 attendees to include state policy makers, college and university teacher and administrator preparation programs (deans + their faculty who teach multiculturalism classes), legislators, K-12 school leaders, others.
2004	Oregon Department of Education received a continuation grant for the State Action for Educational Leadership Project (SAELP) funded by the Wallace Foundation. The three-year initiative will address leader development and conditions of practice for educational leadership, in relation to cultural competency, K-12 Literacy, and high school reform.

*Does not include campus-specific initiatives that support diversity in the educator workforce.

See <http://www.ous.edu/aca/OACTEdiversity.htm> for further details of the Oregon University System initiatives addressing diversity.

May 2004

OREGON LEGISLATIVE BUDGET NOTE

The following budget note, as expressed by the 2003 Ways and Means Subcommittee on Education, reflects the state's policy focus on diversity and the needs of students of color. This legislative priority directs the Oregon Department of Education to coordinate statewide initiatives to enhance cultural competency, training, mentoring, and recruitment of minority educators in Oregon.

1. The Department (of Education) will report on the status of cultural competency of education staff. The report shall include the status of coordination with the Teacher Standards and Practices Commission (TSPC) and the Higher Education System (OUS) in defining proficiencies for teachers and administrators for demonstrating cultural competence, incorporating training into teacher pre-service programs, and establishing regional training cadres.
2. The Department will report on the status of recruitment, training and retention of a culturally diverse work force, including consideration of a long-range plan for diversification of Oregon's education workforce in partnership with universities, TSPC, OEA and school district HR directors. The plan will include review of an Oregon Teacher Incentive program to offer financial incentives and tuition reimbursement to underrepresented teachers who work in high-need Oregon schools and the Oregon Teacher and Administrator Mentor Program to focus support for an induction program targeted to retaining new minority teachers.

STATE LEGISLATIVE HISTORY RELATED TO CULTURAL COMPETENCY

The following pages contain current Oregon statute that relate to the development of cultural competency:

1. Multicultural Education Act
2. Minority Teacher Act
3. Oregon Teacher Corps
4. Beginning Teacher and Administrator Program

MULTICULTURAL EDUCATION ACT

336.113 Multicultural education; advisory committee. (1) The Superintendent of Public Instruction shall direct the Department of Education to increase efforts to:

(a) Evaluate the distribution of ethnic, racial and cultural backgrounds of the public school students of Oregon and the use of demographic data by school districts for curricula and program planning as reflected in school districts' consolidated improvement plans;

(b) Examine strategies to inform school district boards, school administrators, teachers, parents of students and the public about multicultural and diversity laws and policies;

(c) Identify and review exemplary multicultural curricula for different grade levels based on the needs of Oregon's public school students;

(d) Identify and review strategies to integrate a multicultural education program with other education programs of school districts; and

(e) Evaluate how current laws on diversity and multicultural education are being implemented and applied at the state and school district levels.

(2) The superintendent shall:

(a) Seek federal and other funds to develop and implement multicultural education;

(b) Seek federal and other funds to provide funding and technical support for school districts to develop and implement multicultural curricula and educational programs; and

(c) Report to the State Board of Education on the funds available, the success in obtaining funds, the plans to develop and implement multicultural education and the development of a system for evaluation.

(3) The superintendent may appoint an advisory committee to accomplish the requirements of this section. The superintendent and the advisory committee shall seek and incorporate input from the business community, educators and minority representatives that reflect the demographics and geographic regions of this state. [1999 c.1042 §1]

MINORITY TEACHER ACT

342.433 Definitions for ORS 342.433 to 342.449. As used in ORS 342.433 to 342.449 and 351.077:

(1) “Minority” means a person who is:

- (a) A person having origins in any of the black racial groups of Africa but who is not Hispanic;
- (b) A person of Hispanic culture or origin;
- (c) A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands; or
- (d) An American Indian or Alaskan Native having origins in any of the original peoples of North America.

(2) “Teacher” includes a teacher or an administrator. [1991 c.434 §6; 1993 c.45 §175]

342.435 [1977 c.635 §8; repealed by 1981 c.469 §6]

342.437 Goals. The State of Oregon is committed to ethnic-racial equity and, therefore, it is the goal of the state that by the year 2001 the number of minority teachers, including administrators, employed by school districts and education service districts shall be approximately proportionate to the number of minority children enrolled in the public schools of this state. [1991 c.434 §2]

342.440 [1971 c.755 §2; repealed by 1973 c.536 §39]

342.443 Reports to legislature; comparative data; data collection. (1) The Education and Workforce Policy Advisor shall report biennially to the Legislative Assembly longitudinal data on the number and percentage of:

- (a) Minority students enrolled in community colleges;
- (b) Minority students applying for admission to public four-year institutions of higher education;
- (c) Minority students accepted in public four-year institutions of higher education;
- (d) Minority students graduated from public four-year institutions of higher education;
- (e) Minority candidates seeking to enter public teacher education programs in this state;
- (f) Minority candidates admitted to public teacher education programs;
- (g) Minority candidates who have completed approved public teacher education programs;
- (h) Minority candidates receiving Oregon teaching licenses based on preparation in this state and preparation in other states;
- (i) Minority teachers who are newly employed in the public schools in this state; and
- (j) Minority teachers already employed in the public schools.

(2) The advisor also shall report comparisons of minorities’ and nonminorities’ scores on basic skills, pedagogy and subject matter tests.

(3) The Oregon University System, the Department of Education, the Teacher Standards and Practices Commission, community colleges and school districts shall cooperate with the advisor in collecting data and preparing the report. [1991 c.434 §3; 1997 c.652 §30]

342.445 [1977 c.635 §9; renumbered 342.485]

MINORITY TEACHER ACT CONTINUED

342.447 Plans for recruitment, admission, retention and graduation of minority teachers;

rules. (1) The State Board of Higher Education shall require each public teacher education program in this state to prepare a plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of minority teachers.

(2) The state board shall review the plans for the adequacy and feasibility of the plans and, after making necessary revisions, shall adopt the plans.

(3) The state board shall adopt rules governing:

(a) The contents of the plans;

(b) The state board's initial and biennial review process, including timetables for revising plans; and

(c) Other matters necessary for carrying out the provisions of ORS 342.433 to 342.449 and 351.077. [1991 c.434 §4]

342.449 Short title. ORS 342.433 to 342.449 and 351.077 shall be known and may be cited as the Minority Teacher Act of 1991. [1991 c.434 §1]

342.450 [1965 c.390 §1; 1969 c.647 §1; repealed by 1973 c.536 §39]

OREGON TEACHER CORPS

329.757 Oregon Teacher Corps. (1) There is hereby created an Oregon Teacher Corps program within the Oregon Student Assistance Commission to encourage the entry of certain qualified persons into the teaching profession through the use of forgivable student loans for those who complete three years of successful teaching in a public school in this state.

(2) All programs in ORS 329.757 to 329.780 are subject to the availability of funds appropriated therefor. [Formerly 348.120; 1999 c.704 §5]

329.760 [Amended by 1953 c.538 §2; renumbered 330.145]

329.765 Administration of corps. (1) The Oregon Student Assistance Commission shall administer the Oregon Teacher Corps program insofar as practicable in the same manner as the loan program under ORS 348.050 is administered and make rules for the selection of qualified applicants.

(2) Eligibility for the Oregon Teacher Corps is limited to those prospective teachers whom the Oregon Student Assistance Commission determines to have graduated, or currently rank, in the top 20 percent of their high school or college class. The commission shall assess each applicant's potential for teaching through such means as essays written by the applicant, letters of recommendations from teachers and others, descriptions of relevant teaching experiences, and other appropriate measures. Allowance shall be given for those applicants whom the commission determines to be in at least one of the following categories:

(a) Minority individuals as defined in ORS 200.005;

(b) Prospective teachers in scarce indorsement areas, as defined by the Teacher Standards and Practices Commission; or

(c) Prospective teachers who agree to teach in remote and difficult to serve school districts in this state.

(3) Recipients of loans under ORS 329.757 to 329.780 shall be enrolled at least half time in an approved teacher education program at an Oregon institution of higher education. [Formerly 348.125; 1999 c.704 §6]

329.770 [Amended by 1953 c.513 §3; renumbered 330.155]

329.775 Loans; amounts; interest; repayment; waiver of repayment. (1) Upon approval of the loan application of an eligible student by the Oregon Student Assistance Commission, the commission may lend an amount from the Oregon Teacher Corps Account to the student in compliance with this section. The loan shall be evidenced by a written obligation but no additional security shall be required. Notwithstanding any provision in this section, the commission may require cosigners on the loans.

(2) Loans granted under this section to eligible students by the commission shall:

(a) Not exceed \$2,000 in a single academic year to an undergraduate student enrolled in a teacher education program leading to a basic or initial license.

(b) Not exceed \$4,000 in a single academic year to a graduate student enrolled in a teacher education program leading to a basic or initial license.

(c) Not exceed \$8,000 for all loans made to a student under this section.

(3) Borrowers are required to pay at least seven percent interest per annum on the unpaid

OREGON TEACHER CORPS CONTINUED

balance from the date of the loan as provided in subsection (4) of this section.

(4)(a) Repayment of the principal and accruing and deferred interest on loans shall be commenced not later than 12 months after the student's completion of the teacher education program or other termination of the student's education. Repayment of loans under ORS 329.765 shall be delayed for the period of time the student is teaching at least half time in a public school in this state but becomes payable under the usual terms if the student ceases teaching before completing three full years. Repayment of loans shall be delayed up to three years upon application of the borrower showing inability to locate suitable employment.

(b) Repayment shall be completed in a maximum of 120 months from the time repayment is commenced. However, nothing in this section is intended to prevent repayment without penalty at an earlier date than provided in this section or to prohibit the commission from extending the repayment period to a date other than permitted by this subsection.

(5)(a) An eligible student who receives a loan under this section, preparing to be an elementary or secondary school teacher in this state, is not required to repay a loan made under this section if the student completes:

(A) At least three years of equivalent full-time teaching in a public elementary or secondary school within the five-year period following completion of the teacher education program in this state; or

(B) At least three years of teaching under a full-time contract working at least three-fourths time in classroom teaching and no more than one-fourth time not in classroom teaching duties during regular school hours in a public elementary or secondary school within the five-year period following completion of the teacher education program in this state, as approved by the Oregon Student Assistance Commission upon written request of the borrower.

(b) Repayment of remaining principal and interest shall be waived upon the death or total and permanent disability of the borrower. [Formerly 348.130; 1997 c.383 §8; 1999 c.704 §7]

329.780 Oregon Teacher Corps Account; use. (1) There is established in the State Treasury separate from the General Fund an account to be known as the Oregon Teacher Corps Account into which shall be deposited all repayments of loans with interest to the Oregon Student Assistance Commission pursuant to ORS 329.775. Any interest accruing to the account shall be credited thereto.

(2) Amounts in the account established under subsection (1) of this section are continuously appropriated to the Oregon Student Assistance Commission for the purposes of ORS 329.757 to 329.780 and the Oregon Opportunity Grant program under ORS 348.260. [Formerly 348.135; 1997 c.28 §1; 1999 c.704 §8; 1999 c.1070 §10]

BEGINNING TEACHER AND ADMINISTRATOR PROGRAM

329.790 Findings on teacher and administrator programs. The Legislative Assembly finds that:

(1) The quality of teaching and administration in the public schools is of vital importance to the future of this state;

(2) This state has a special interest in ensuring that the induction of beginning teachers and administrators into their profession enhances their professional growth and development by making a positive impact on student learning; and

(3) The formal assignment of mentors who have demonstrated the appropriate subject matter knowledge and teaching and administrative skills should substantially improve the induction and professional growth of beginning teachers and administrators in this state, as well as provide mentors with additional and valuable opportunities to enhance their own professional growth. [Formerly 342.784; 2001 c.317 §3]

329.795 Beginning teacher and administrator program established; district participation; use of grants. (1) The State Board of Education shall establish a beginning teacher and administrator mentorship program to provide eligible beginning teachers and administrators in this state with a continued and sustained mentorship program from a formally assigned mentor teacher or administrator.

(2) Any district is eligible to participate in the mentorship program.

(3) Two or more school districts may operate jointly a mentorship program if they meet all the requirements of ORS 329.790 to 329.820.

(4) Educational consortia established for approved teacher or administrator education credentialing programs pursuant to rules of the Teacher Standards and Practices Commission are eligible to operate a mentorship program to serve beginning teachers and administrators in a participating school district if:

(a) All moneys received as grants-in-aid for the mentorship program are administered by the participating school district to provide direct services to beginning teachers and administrators; and

(b) All other requirements of ORS 329.790 to 329.820 are met.

(5) To the extent practicable, school districts may coordinate with institutions of higher education in the design, implementation and evaluation of mentorship programs.

(6) All programs in ORS 329.790 to 329.820 are subject to the availability of funds appropriated therefor. [Formerly 342.786; 2001 c.317 §4]

329.800 Application; content. (1) Each school district that wishes to participate in the beginning teacher and administrator mentorship program shall submit a formal application to the Department of Education. The application shall include:

(a) The names of all eligible beginning teachers and administrators employed by the school district and a description of their assignments and extracurricular duties;

(b) The names of mentors selected by a school district and a description of their assignments and the endorsement area in which they are licensed; and

(c) A description of the proposed mentorship program, which must provide a minimum of 90 hours of direct contact between the mentors and beginning teachers and administrators, including observation of or assistance with assigned duties.

BEGINNING TEACHER AND ADMINISTRATOR PROGRAM CONTINUED

(2) The school district shall certify in the application that no eligible beginning professional educators are or may be under a conditional license, except as provided in rules of the Teacher Standards and Practices Commission. [Formerly 342.788; 2001 c.317 §6]

329.805 Grants-in-aid; amount; distribution; rules. (1) Subject to ORS 291.232 to 291.260, the Department of Education shall distribute grants-in-aid to qualifying school districts to offset the costs of beginning teacher and administrator mentorship programs. A qualifying district shall receive annually up to \$3,000 for each full-time equivalent beginning teacher and administrator approved for support.

(2) If the funds are insufficient for all eligible proposals, the Department of Education shall award grants on a competitive basis, taking into consideration geographic and demographic diversity.

(3) The State Board of Education may adopt such rules as it considers appropriate for the distribution of grants-in-aid under this section.

(4) A district that is determined by the Department of Education to be in violation of one or more of the requirements of ORS 329.790 to 329.820 may be required to refund all grants-in-aid moneys distributed under ORS 329.790 to 329.820. The amount of penalty shall be determined by the State Board of Education. [Formerly 342.790; 2001 c.317 §7]

329.810 Workshops for mentors and beginning teachers and administrators. After consulting with representatives of teachers, administrators, school boards, schools of education, the Oregon University System and such others as it considers appropriate, the Department of Education shall develop or approve workshops to provide training for mentors and beginning teachers and administrators in programs qualifying for grants-in-aid under ORS 329.790 to 329.820. [Formerly 342.792; 2001 c.317 §8; 2001 c.382 §5]

329.815 Mentor teachers and administrators; selection; stipend. The selection, nature and extent of duties of mentor teachers and administrators shall be determined by the school district. The following guidelines shall apply:

(1) A teacher or administrator may not be designated as a mentor unless willing to perform in that role;

(2) For purposes of actions taken under ORS 342.805 to 342.937:

(a) A mentor teacher or administrator may not participate in the evaluation of a beginning teacher or administrator assigned to the mentor; and

(b) Any written or other reports of a mentor regarding a beginning teacher or administrator assigned to the mentor may not be used in the evaluation of the beginning teacher or administrator;

(3) Each mentor shall complete successfully a training workshop provided or approved by the Department of Education while participating in the beginning teacher and administrator mentorship program; and

(4) The stipend received for each beginning teacher or administrator may be used by the school district to compensate mentors in addition to their regular duties or to compensate other individuals assigned duties to provide release time for teachers or administrators acting as mentors. [Formerly 342.794; 2001 c.317 §9]

BEGINNING TEACHER AND ADMINISTRATOR PROGRAM CONTINUED

329.820 Evaluation of programs. The Department of Education shall be responsible for the regular and ongoing evaluation of programs under ORS 329.790 to 329.820 and may contract for such evaluation. The evaluation shall include, but not be limited to, assessments of the following:

(1) A survey and follow-up of all eligible mentors, beginning teachers and administrators and appropriate school district officials, to assess satisfaction with and the effectiveness of the beginning teacher and administrator mentorship program;

(2) The amount and quality of the contact time between mentors and beginning teachers and administrators;

(3) The effectiveness of workshops and other training;

(4) The effectiveness of the mentorship program in the retention of new teachers and administrators in the school district;

(5) The desirability of extending this assistance program to students participating in teacher and administrator preparation programs; and

(6) Student performance on statewide and other assessments. [Formerly 342.796; 2001 c.317 §10]

MAY 19 2004 CULTURAL COMPETENCY SUMMIT ROSTER

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ADDITIONAL RESOURCES ON CULTURAL COMPETENCY

American Institutes for Research (AIR) Resources on Cultural Competence

<http://www.air.org/cecp/cultural/default.htm>

Howard, Gary R. (1999). *We can't teach what we don't know: white teachers, multiracial schools*. New York: Teachers College Press.

Intercultural Communication Institute, <http://www.intercultural.org/icihome.swf>

Lindsey, R.B., Robins, Kikanza Nuri, Terrell, Raymond D. (2003). *Cultural proficiency: a manual for school leaders*. Thousand Oaks: Corwin Press, Inc.

National Center for Cultural Competence, <http://gucchd.georgetown.edu/nccc/>

New York Times Leadership for Learning Project with Wallace Foundation (includes the following essays on Cultural Competency), www.nytimes.com/college/collegespecial3/

Oregon Report Card: An Annual Report to the Legislature on Oregon Public Schools, Oregon Department of Education, <http://www.ode.state.or.us/resources/annreportcard/rptcard2003.pdf>

Paley, V. G. (1979). *White teacher*. Cambridge: Harvard University Press.

SAELP I Studies and Reports (currently housed at the OUS Research Studies and Reports website), <http://www.ous.edu/aca/SAELP/>

Spring, J. (2000). *The intersection of cultures: Multicultural education in the United States and the global economy*. Boston: McGraw Hill.

Wallace Foundation - Education Leadership Project

www.wallacefoundation.org/WF/GrantsPrograms/FocusAreasPrograms/EducationLeadership/