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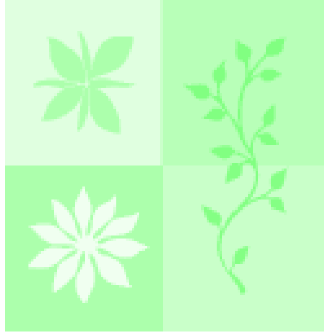

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Sarah Cecire, Ph.D.
Virginia McCormack, Ed.D.
Gayle Trollinger, Ph.D.

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A Message from the Editors…..

The Spring 2010 issue of The Ohio Journal of Teacher Education has an open theme. The articles cover a range of topics of interest to teacher educators such as using practitioner inquiry, a service-learning project in a teacher education course, and faculty perceptions of three common tools used to facilitate effective inclusion.

The first article by Babione and Daily discusses the resilient nature of teacher candidate's prior beliefs regarding diversity and the difficulties changing these beliefs. Active learning can engage teacher candidates to compare, contrast, show connections, and share opinions as they listen, interact, and respond to case studies, real-world stories and personal experiences related to diversity. Utilizing purposeful active learning strategies allows teacher candidates opportunities to understand diversity from a personal perspective.

The next article by Micek and Harr investigates the effects of service learning on teacher candidates' attitudes. Teacher candidates experienced professional development and learned about immigrant/refugee populations, but they also learned about community organizations that serve CLD students and their families. Results indicate that service-learning projects benefit teacher candidates by increasing their understanding of and sensitivity to, immigrant/refugee populations and by increasing their ability to advocate for their students.

The third article by Bargerhuff and Dunne examines the ways general and special education faculty at an Ohio university support the mission of providing equal access to quality learning for all. They use the lens of inclusionary practice for students with exceptional learning needs (ELN) as a framework to examinees how a teacher education program operationalizes the overall mission of the NNER, and in particular, the equal access clause.

We hope you enjoy this issue of the journal, and we hope you find these articles to be informative and helpful in your various roles preparing teacher educators.

Sarah Cecire
Virginia McCormack
Gayle Trollinger
Spring , 2010

Active Learning for Diversity Training in Teacher Preparation

Carolyn Babione, Ph. D.
Donna Daily

Introduction

Multicultural education often misjudges the resilient nature of a learner's prior beliefs. Active learning can engage teacher candidates to compare, contrast, show connections, and share opinions as they listen, interact, and respond to case studies, real-world stories and personal experiences related to diversity.

Changing Society

As population demographics and school accreditation polices rapidly change, teacher preparation programs remain heavily represented by white females (Gomez,1994; Ladson-Billings, 1995, NCATE, 2007). Many teacher candidates often lack the background knowledge to effectively teach diverse learners (Nieto, 2001; Su, 1997; Schultz, Neyhart & Reck, 1996; Villegas & Lucas, 2002). While teacher education programs engage in good-faith diversity training, they are not always met with widespread success (Cross, 1998; Cummins, 1986; Gay & Howard, 2000; Goodman, 1998; Ladson-Billings, 1994; Liedel-Rice, 2002; O'Donnell, 1998; Sleeter, 1993; Smith, 2000; Tatum, 1992; Villegas, 1991; Vold & Pattnaik, 2002). Even after completing a multicultural education course, classroom teachers report only somewhat positive views about teaching these concepts (Babione, 2003).

Some studies point to an uneasiness and confusion as belief systems shift and commitments solifidy (Diaz-Rico, 1998) while others report participants feeling rushed to comprehend complex fundamental issues (Buchtel & Spies, 2001). Integrating diversity concepts across the broad spectrum of the curriculum, where more time can be devoted to multicultural issues, has met with better success (Tatum, 2001; Zeichner & Hoeft, 1996), and many teacher education programs now integrate these concepts across the curriculum.

Many theories have been utilized to support diversity concepts. For example, the social context in which learning occurs has a significant impact on the meaningfulness of learning (Rogoff, 1991). Active learning has more long-term meaning than passive learning (Brophy & Good, 1986). Active learning is defined as classroom practices in which students engage in building their own mental models, studying ideas, solving problems and applying what they learn (Dean, 1996; Hatcher-Skeers & Aragon, 2002; Michael & Modell, 2003).

Active learning holds promise for multicultural understandings. While effective teaching strategies abound for working with diverse children in school settings, active learning strategies could also be effective with dominant group teacher candidates in their understanding of diversity. The most important information that an instructor can have before attempting to teach is an accurate knowledge of what students know. Through a deeper understanding of the learner (Shulman, 1986), teacher educators can actively work towards purposely refocusing teacher preparation towards understanding of dominant groups, learning strategies to promote harmony, analyzing the importance of specific group study, exposing inequalities in school settings, and engaging teacher candidates for proactive schools to meet the needs of all learners.

This paper proposes that teacher candidate training begin where teacher candidates are in their own multicultural understandings. Grant and Sleeter's (1985) five classifications of multiculturalism are utilized to examine active learning directed at understanding assimilation, harmony between groups, specific groups, inequality, and social action.

Accepting of Variation

As members of dominant cultural groups, many prospective teachers have been socialized in their P-12 educations to believe that schools are great societal equalizers. As educators, we have assimilated millions of immigrant children into the dominant culture supported by this belief. "We are told that schools 'level the playing field,' providing opportunity for all, regardless of social background, by serving as an impartial grounds on which individuals freely prove their merit" (Villagas & Lucas, (2002, p. 30). Classroom teachers agree with statements such as, "Teachers can help students from diverse backgrounds learn to blend in with the dominant society," and "I cannot fix the problems of society so it is best to teach students the skills needed to adjust" (Babione, 2003). This socialization has resulted in a colorblindness that denies the importance of diversity (Howard, 1999).

Diverse students with affirmed cultural identities are more likely to report a sense of belonging and engagement in the school process (Gibson & Benjinez, 2002), and exhibit lowered dissonance and alienation (Cummins, 1986). We should also expect that dominant group teacher education candidates need affirmed identity before they can move beyond assimilationist viewpoints.

Teacher candidates can benefit from experiential learning that is vicarious in nature such as attending the service of an unfamiliar religion, an event in another language, a homeless shelter, or interacting with someone 'different' (such as language, race, disability) (Fregeau, 2001). Case studies, which traditionally focus on cognitive development and personal interests, analyze diversity and dominant culture school climate. Collecting personal stories from diverse children for comparison and contrast, teacher candidates can reconstruct personal views about the concept of assimilationism. Case study questions could include:

- What are the features of this school that you like best? Least?
- What makes learning interesting and fun? When does learning get boring?
- What makes new learning difficult and what would you wish that teachers knew about you that would make schools better?
- If you were the principal, what changes would you make in the school?
- If you could change or add something to textbooks, what would it be?

Teacher candidates prepare and analyze the cases and then debrief through group sharing, restating verbatim responses from diverse children, comparing and contrasting these responses with other cases, noting distinctions between these differences, and reframing the assimilation story from the viewpoint of diverse children.

Active learning, through group sharing, provides opportunities to juxtapose verbatim accounts from diverse learners with the personal attitudes and beliefs held by teacher candidates. Directed at assimilationist viewpoints, these strategies hold promise to move multicultural education beyond the study of holidays and heroes to multicultural awareness directed at creating harmony and understanding.

Promoting Harmony

Creating meaningful relationships between teachers and diverse students contributes to positive academic achievement (Delpit, 1995; Gay, 2000; Ladson- Billing, 1994). The concept of harmony, of groups getting along with one another, is widely accepted today even in the most traditional of classrooms. Experienced teachers self report agreement with statements such as, "I value teaching strategies that will help my students eliminate negative stereotypes of each other," "It is important for me to foster positive relationships among diverse groups so people can get along with one another," "Teaching about diversity can strengthen a student's self-concept," "Schools should place a strong focus on teaching social harmony," and "Teaching in cooperative learning groups contributes to positive relationships among my students" (Babione, 2003).

This humanistic viewpoint can be further expanded with jigsaw, think-pair-share, and buzz group active learning strategies to engage face-to-face interaction (Felder & Brent, 1996). Sensitivity training, grounded in interactivity and group work (Bergquist & Phillips, 1975), also uncovers stereotypes and prejudices that contribute to misunderstandings of other groups (McCarthy & Willis, 1995; Ogbu, 1992). For example, effective strategies to teach harmony among

participants to discuss a topic and an outside circle of listeners and then reversing the roles. Interaction and sharing viewpoints adds to one's knowledge about diversity and opens a path to study specific groups in society.

Studying One's Own Groups

One's worldview is shaped by life experiences, including those mediated by one's race/ethnicity, social class and gender (Banks, 1993b; Bennett, 1990; Howard, 1999; Sleeter,1992). However, many teachers lack specific knowledge and professional preparation regarding diverse groups and report low levels of teaching about these groups. Originally designed for exploring a cultural or racial group's history and worldviews (Asante, 1990; Hilliard, 1991/92; Keto, 1990), affirming the teacher candidate's identity can be accomplished through active learning strategies to begin to understand the importance of learning more about specific groups particularly about their own groups.

Traditional teachers may see themselves as members of specific dominant groups but not as non-dominant groups represented by religion, gender, or socioeconomic status or even as unique individuals. Studying the struggles of one's own groups brings opportunities to openly reflect on other groups. O'Donnell (1998) suggests writing assignments to examine and map personal issues that could be extended to reflective quick writes or more lengthy writing assignments:

- Can you recall a specific negative or positive event in your childhood that relates to an ethnic/ cultural, gender, religion, or socioeconomic experience?
- Can you identify any negative experiences from your childhood related to your family structure?
- Can you describe personal inter-generational conflicts you have experienced regarding whether or not you should have attended college, marriage, etc?
- What stereotypes have you heard about teachers that could be gender bias statements?

Valuable lifestyle simulations can benefit teacher candidate understandings of nontraditional family lifestyles. Designed for deeper understanding of lesbian, gay, bisexual, transgender persons, Mark Gunning's (1992) *Lesbigay Netters* activities provide simulated LGBTQ person 'life walks.' A writing prompt asks participants to name a close family member, a best friend, and a personal goal. Participants are then instructed to throw these names away, one by one, until no one remain, signifying the withdrawal of the support systems often experienced by the LGBTQ person.

Paul Gorski's (2008) website provides further exchange of information for teacher candidates to grow in their knowledge and understanding of other groups. When asked to contrast one's personal experiences with others, "hidden" stereotypes about groups are exposed for inaccurate judgments, misunderstandings, and underlying problems.

Churchill (1995) writes that when we add new information about a specific group to the existing curriculum, we open up questions regarding why inequalities were allowed to exist and why certain curriculum was left out of historical accounts. This leads to the fourth level of multicultural conceptualizations, exposing inequalities (Grant & Sleeter, 1985).

Role Playing Inequality

McCarthy and Willis (1995) trace the distribution of power in schools and dominated groups to historical oppression, prompting teacher educators to advocate for the importance of addressing these inequalities in school curriculum (Banks, 1993a; Bennett, 1990; Grant & Sleeter, 1985; Howard, 1999; Sleeter, 1992; Tatum, 1992).

Role-playing to further understand inequality of resources can be beneficial to teacher candidates. Fregeau (1991) describes these projects as "flip-flop activities," designed not necessarily to shock but to "flip-flop" a student's perspective. Working in small groups to prepare a presentation of the Cinderella story, one group receives an unlimited amount of supplies while another group is given broken crayons and crumpled paper. Feelings of unfairness surface and provide excellent lead-ins to classism, socio-economic status, and inequality.

Another role-playing simulation can involve a grocery shopping activity with food advertisements. One group is allocated a middle class budget while another group's budget is the monthly governmental food assistance allotment. Group discussions focus on the realities of unequal resources, food availability in urban areas, and nutritional challenges for the low-income family.

Understanding the Need for Social Change

Once teachers are prepared to address inequality in the classroom, the final level of multicultural

preparation is social action. Social action implies social change (Grant & Sleeter, 1985) and draws on critical theory (Apple, 1992; Freire, 1970; Giroux, 1992). Teacher educators often encourage prospective teachers to take active roles in the struggle for social justice (Cochran-Smith, 1997). However, as Fullan (1993) points out, teacher education programs rarely recruit teachers who actively seek to challenge the status quo. Teacher candidates may view social action as defiant and disrespectful, and resulting in opposition to authority figures.

Teacher candidates may also confuse justice with charity. It is important to stress that there are no 'quick-fix' solutions, nor does charitable giving rectify these social issues. Teacher candidates can brainstorm ideas for social action and actively participate in service learning projects to deepen their active learning about social change.

Active learning strategies that can add 'voice' to injustice include questions such as:

- Can you identify possible examples of injustice in the school settings you visit?
- Which groups are most harmed and least harmed by injustices that can be associated in some way with schooling?
- What actions have schools attempted to change these injustices?
- What prevents these actions from being successful?
- What criteria would you use to judge a school's initiatives to engage in social action?
- What would schools look like if they were actively engaged in social we fail to take social action when it is needed?

Conclusion

Churchill (1995) warned that continued maintenance of domination depends on the reproduction of an intellectual paradigm of thinking, seeing and understanding. If, as teacher educators, we want to forward the teaching of diversity and multicultural education in American schools, we need to fully understand the threshold and magnitude of personal beliefs held by dominant groups who seek to teach.

The social context in which learning occurs provides a significant impact on learning that can be result in deep, long-term understandings. Traditional teaching strategies often miss opportunities to tackle the resilient nature of the social context of these prior beliefs. Active learning such as case studies, real life stories, and personal experiences can give teacher candidates opportunities to examine these steadfast beliefs and serve as modeling for their own multicultural teaching. Active learning offers engagement needed to expose in society that calls all of us to engage in social action to transform schools.

Carolyn Babione and Donna Daily teach in the School of Education at Indiana University Southeast. Babione's areas of specialization are social foundations and curriculum development. Daily's areas of specialization are special education and multicultural education.

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Gaining New Perspectives Through Service-Learning

Timothy A. Micek, D.A.
Michele Harr, Ph.D.

Introduction

One of the greatest challenges facing teacher educators in the United States is how to best prepare teacher candidates to work with English language learners (ELLs) who have been mainstreamed into classrooms with students whose first language is English. The cultural barriers that exist between students and teachers can be just as great a challenge as the language barriers. Most teachers in the U.S. are members of white European-American culture and monolingual speakers of English. Data from the 2003-2004 school year, however, show that between one quarter and one half of all U.S. school children come from different cultural and linguistic backgrounds (NCES, 2006). The mismatch between teacher and student backgrounds has proven problematic for students who are not part of the majority culture in the U.S., the white European-American culture. As Heath found in her 1983 study, teachers who are part of the majority culture may be unaware of the differences between their own culture and a students' home culture. Other studies have been conducted on the effects of socioeconomic status (Bernstein, 1971; Espinosa & Laffey, 2003; Heath, 1983; Lane, Givner, & Pierson, 2004) and cultural and linguistic minority status (Baker, 2001; Brock & Raphael, 2005; Cummins & Swain, 1986; Ovando, Combs, & Collier, 2006; Valdes, 1998) on student academic success.

Studies have shown that a cultural mismatch between student and teacher can result in the teacher's having a deficit perspective on English learners (Auerbach, 1995; Baker, 2001; Collins, 1988; Crawford, 1991; Moll, Amanti, Neff, & Gonzalez, 1992; Snow, 1992). The underlying assumption is that students of culturally and linguistically diverse backgrounds do not have access to social and intellectual resources in their homes. The assumption that English learners are culturally and cognitively deficient undermines the "funds of knowledge," defined as the skills, abilities, ideas and practices of particular cultural groups (Moll et al., 1992) that English learners bring to the classroom. English learners bring a wide variety of background knowledge and abilities to the classroom that are often ignored by teachers because their background knowledge and abilities differ from those of the teacher and children of the majority culture.

One approach that can be used in a teacher education program to develop understanding of culturally diverse students is to provide teacher certification candidates with diversity experiences through service learning projects. According to Eyler and Giles (1999),

> Service-learning is a form of experiential education where learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems and, at the same time, reflecting upon their experience as they seek to achieve real objectives for the community and deeper understanding and skills for themselves.

Service-learning projects combine community service with instruction and opportunities for reflection. Projects can take place in environments such as homeless shelters, soup kitchens, after-school programs, and hospitals. Service-learning is intended to benefit both the volunteer who performs the service and the community that receives the service. For service-learning to have educational value for the volunteer, projects must include carefully planned and simultaneous integration with an academic course (LeSourd, 1997). As part of a university program, the student learning can be emphasized by providing a service learning experience with a connected course involving class discussions and written assignments intended to guide the student to reflect on their experiences and critically analyze what they have learned as a result of the service learning experience.

Service learning projects are becoming increasingly popular in colleges and universities throughout the U.S. At least one fourth of all higher education institutions offer a service learning program to students (Corporation for National and Community Service, 2006). California State University and Service Learning 2000 Division of Youth Service California have combined efforts to infuse service learning into teacher preparation programs in California (The California State University, 2006). Service-learning has been integrated into courses that are part of teacher education programs to "help socialize teachers in the essential moral and civic obligations of teaching, fostering life-long civic engagement, adapting to the needs of learners with diverse and special needs, and having a commitment to advocate for social justice for children and families" (Corporation for National and Community Service, 2006).

Research regarding the effects of service-learning experiences on beginning teachers is in the early stages. In a study conducted by Hale (2008), eight pre-service teachers enrolled in two different education courses were asked to participate in a tutoring program for children of Mexican immigrants. Hale found that five themes emerged from her students' experience with service learning: breakdown of stereotypes, increased confidence, application of course theory, advocacy, and the desire to become an action researcher. As the participants in Hale's study began their service project, they reported that the personal relationships they formed with Mexican-Americans broke down their stereotypes and changed their deficit views. Statistics regarding Latino dropout rates had reinforced their view that Latinos do not care about education. However, through their work with Latinos, participants found that the families of their students value work and have a great deal of respect for teachers. As a result of their work with Latino students, the participants' confidence in their ability to make a difference in the life of students of culturally and linguistically diverse backgrounds increased.

Hale's study suggests that pre-service teacher's experiences with culturally and linguistically diverse students through a service learning project leads to changes in attitudes towards culturally diverse populations. Unfortunately, Hale's study is one of the few studies of its kind. Because of the lack of research, no strong conclusions about the affects of service learning on teacher candidate's attitudes can be drawn. More research must be done to examine how experiences in teacher education programs can be designed to provide teacher candidates with exposure to diverse populations that will provide opportunities for candidates to challenge any preconceived notions they may hold about cultures different from their own. The purpose of the study described in this article was to provide teacher candidates enrolled in a Master of Arts in Teaching English to Speakers of Other Languages (MATESOL) program with a community-based service learning experience and to examine changes in candidate's attitudes as a result of the experience.

Method

Participants

Participants were 25 teacher candidates enrolled in a cultural diversity and education course in an MATESOL program. Eighteen of them were female and seven male; their ages ranged from 22 to 52 years. Twenty-three were white European Americans, one was an African-American, and one was a North African. The North African grew up speaking both Arabic and English at home; the rest were native speakers of English (NSE). All had at least a college education and some classroom teaching or tutoring experience.

Materials and Procedure

The course was taught over an eight-week period during the summer. On the first day of class, candidates were told that they had to complete 20 hours of community service and keep a journal of their experience. Then candidates filled out a survey regarding cultural and linguistic diversity (Appendix A);

the survey concluded with an open-ended question about what candidates expected to learn from the experience.

On the second day of class, a fair was held in which several community organizations explained their mission and activities. Candidates listened to each presentation and then chose at least one organization to volunteer with. Later that week, they visited the organization and began their service. For the next five weeks, candidates completed their service hours and kept a journal of their experience. They wrote three entries, each from one to two pages long, and reflected on the experience: what happened, what they learned from it, and how it affected their teaching. In the seventh class meeting, they turned in their documentation forms and their journal. The researchers analyzed each journal entry for recurring themes and compared themes across entries. Candidates also completed a post-experience survey (Appendix B), which differed from the pre-experience survey only in its open-ended question, “What did you learn as a result of the community-based field experience?” Results of the two surveys were compared.

After the course ended, the instructors were asked (1) to what extent they thought the experience helped their students to understand and appreciate cultural diversity (and why) and (2) how these changes were reflected in class activities, including discussion.

Results

Surveys

As Table 1 indicates, there was very little change in candidate attitudes towards members of diverse cultures as measured by the survey. The only item with a noticeable difference between pre- and post-experience response was the second one, “Education is valued by populations that emigrate to the U.S.,” where the mean of the post-experience survey was 3.481, .327 higher than the mean of the pre-experience survey.

Table 1
Comparison of Survey Results

Item	Pre-	Post-	Diff.
I am comfortable communicating with those who do not speak English as a first language.	3.769	3.769	--
Education is valued by populations that emigrate to the U.S.	3.154	3.481	+.327
Only the children of documented, legal immigrants should have the right to an education in U.S. schools.	1.550	1.538	−.012
Adult immigrants can learn English quickly if they make an effort.	2.538	2.404	−.134
I have some understanding of Latino, Somali or other non-English speaking cultures.	3.500	3.462	−.038
I have some understanding of a language other than English.	3.280	3.269	−.011
I understand the cultural barriers immigrant families face.	3.220	3.192	−.028
Community-based field experiences are beneficial opportunities for a potential classroom teacher.	3.646	3.692	+.046

There were both similarities and differences between candidate responses to the open-ended questions in the pre- and post-experience surveys. Seventeen candidates expected personal and/or professional development (on the pre-experience survey) and 17 said that they experienced it (on the post-experience survey). Many candidates (18) expected to

learn about the immigrant/refugee community or other cultures (on the pre-experience survey), and many (13) wrote that they learned about immigrant/refugee populations, but several (seven) also wrote that they learned about adult educations programs in the area on the post-experience survey. In addition, most candidates (21) commented on problems with the assignment (the hours were too many, too difficult to get, etc.).

Journal Entries

In their first journal entry, candidates addressed some of the same themes that were mentioned in the open-ended survey responses: personal and professional development, the immigrant/refugee community, other cultures, adult programs in the Columbus area, and partnerships and advocacy. These themes may best be understood by looking at individual responses. Because personal and professional development was the dominant theme in both the first journal entry and the survey, all examples relate to that theme.

Mark (all names used are pseudonyms) addressed personal and professional development very broadly in his first entry; he saw service-learning as an opportunity for career exploration:

> I am not 100% certain what aspect of TESOL I want to pursue because I am the type of person who likes to change what I do every few years. So, not only do I want to teach every age group, from kindergarten to adults, but I also have some interest in learning about grant writing, as well as policy at the governmental level. In addition to teaching, I want to coach soccer . . . . I would like to possibly get into administration too. That is why I like the fact that I am working with multiple organizations. Why would I want to limit myself? The more exposure I have to multiple organizations and the more meaningful interactions I can have with different populations, the better off I, and the community I am living in, will be.

Lily, a novice teacher, liked the opportunity to broaden herself by teaching adults in a supportive environment:

> [Upon] entering the [TESOL] program, I was initially leaning towards working with university or adult learners. Since I've had no formal teaching experience of my own . . . and I've never had the opportunity to see how I [fare] in an adult learning environment, this set up was very attractive to me. In addition, being able to work with an already established teacher provides someone who is inexperienced, like me, with a much desired support system.

Along the same lines, Kay liked the direct nature of the teaching experience:

> It is one thing to read about refugee ELLs and quite another to work with them one-on-one. Reading about refugees struggling in this country cannot compare to actually speaking, interacting, and discussing with them about their difficulties and struggles in a new culture and a new environment. This will certainly be an eye-opening and important experience for me, not only as an ESL professional but also as a fellow human being.

Some candidates, like Annabelle, saw service-learning as having an impact not just on their professional development but on the future:

> When I consider that some of the things that I will have the privilege of teaching some of these students may affect their lives forever, I am overwhelmed. What if I can help someone get a job and it affects their entire family for generations to come? I hope that will be just one great contribution I will make in someone's life and family. I am definitely expecting to be someone different, more open, more giving, more resourceful and stronger at the end of this experience.

Georgia, herself a long-time volunteer in a community organization, pointed out the benefits of the experience for the organization as well as the candidate:

> A volunteer has the opportunity to greatly complement the efforts of the lead instructor and to provide a personal assistance to students who need the extra help. It is quite useful for the volunteer to circulate around the room offering one-on-one clarification and instruction to struggling students, or to offer [comments] on the general lesson of the day.

In their second entry, many candidates focused on the same themes as the first entry; however, some candidates were very open about their opinions of the instructor attitudes and the instruction that took place in their classrooms. As Stephanie commented,

> I understand that everyone has prejudices, and those ideas can influence the classroom. Nevertheless, what I experienced in this class can only be described as horrible and completely unacceptable. The instructor in this English class showed so little sensitivity to the students it was incredible.

Stephanie went on to describe how the instructor made jokes about the beliefs and cultural practices held by the students in his/her classroom. Charles also commented on the lack of professionalism of a substitute teacher, the poor physical conditions, and the meaninglessness of some of the instruction, especially as it related to his experience teaching English abroad. After the regular teacher returned however, he was more positive in his description of the program:

> In my first entry, I said that . . . I was not impressed with [the organization]. This is no longer true. True, I believe there is probably room for improvement in the classes but the regular teacher at least seems knowledgeable and professional. There are also no doubt numerous factors influencing the organization and running of community adult ESL classes that I am not aware of – government regulations, student situations, etc. I hope to discuss these issues with the instructors and the program administrators to get a deeper understanding of the constraints under which the programs operate.

In the final journal entry, candidates were asked to focus on what they learned as a result of their personal interactions with students during their service learning experience. One of the themes candidates addressed was a greater understanding of family hardships. As Joseph observed,

> This experience really opened my eyes to the fact that . . . coming to America doesn't end hardships that these refugees have to face in life. Looking for jobs in our country right now and providing for a family may not be an easy task. It never ceases to amaze me how much joy these refugees have despite some of their desperate situations.
>
> While I was aware that many of the students had experienced hardships in their lives, this experience really made me reflect on the struggles these students encounter daily. Not only the struggle of adapting to a new life in the U.S., but the effects of their past lives on their current emotional and psychological state.

One candidate noted that her concept of refugees' reasons for coming to the U.S. changed as a result of her service learning experience. According to Beth,

> I suppose my expectation was that I would learn that Albert came to the United States to find opportunity and happiness. I do realize how ethnocentric that statement sounds . . . . However, my expectation was quickly crushed as Albert revealed a life story that was both poignant and compelling. Albert had been a high ranking Army officer in his home country . . . . He said several times that he should be retired by now, but was forced to leave his country.

Other candidates discussed changes in attitudes or beliefs they held prior to the service learning experience. As Daniel noted,

> I have also readjusted my thinking that not all members of one culture share the exact same experience and beliefs. This really sunk in when I met multiple Somali adult students who held entirely different life experiences and values from each other.

Allison learned that some immigrants arrive in the U.S. without any English skills at all:

> Previously, I had assumed that in order to get to our country, one had to be able to speak at least a small amount of English. Working with my students reminded me that some people come to our country without even the most basic English skills. I also had assumed at times people from other cultures did not have the desire to become fluent in English. I saw from all of the students a strong desire to learn the language.

Kathy admitted to holding some negative beliefs about immigrants prior to her service learning experience:

> I have conversed with many other persons who were outspoken in the belief that immigrants were lazy, ignorant and taking advantage of our welfare system . . . . I force myself to remember how relatively comfortable my life has been every day . . . . When I remind myself of the deplorable situations from which these folks have come . . . . I should feel nothing but admiration and inspiration from their perseverance.

Instructor Responses

Finally, instructors responded at length about the assignment. One believed that service learning helped her students better understand the experiences of adult English learners:

> Most of my students had already worked in some capacity with children who are ELL, but they had had little adult interaction. For many of my students, the service learning personalized the many challenges ELLs face—not only language learning but also real-life issues, such as housing, lack of employment, etc. Nearly all of my students remarked on the adults' perseverance through difficulties and their courage facing the unknown.

The other instructor agreed that her students showed a better understanding of adult English learners. She also indicated that her students learned about weaknesses that exist in adult education programs through their service learning experience:

> For example, many of my students were shocked at the lack of methodology in the instructors with whom they worked. And interestingly, they shared that, even if the instructor had a sense of intentionality in his/her lesson, many times, the instructor was culturally insensitive.

Discussion

As Hale found in her 2008 study, the personal relationships that the candidates formed during their service learning experience contributed to a breakdown in stereotypes and change in attitudes towards culturally diverse populations. Although not statistically significant, the biggest change noted in the survey data reflected a change in candidates' opinions of how education is valued by populations that emigrate to the U.S. It is not surprising that the survey data taken before the service learning experience showed that the majority of the TESOL candidates held positive views of diverse populations prior to their service learning experience. TESOL candidates begin their teacher preparation with the expectation of working with culturally diverse populations; however, the findings reported in candidates' journal entries suggests that the service learning experience provided an opportunity for candidates to grow in their understanding of diversity. The journal entries show that some candidates developed more empathy as they learned about the struggles faced by recent immigrants, mostly through their personal contact with students. In the final journal entry, some candidates admitted to changing

negative attitudes they held prior to their service learning experience that did not appear in the initial survey results.

Some practical implications result from the findings of the affects of this service learning experience. Candidates who pursue licensure at the K-12 level will be able to draw upon experiences from their service learning to act as advocates for ELLs when they begin teaching. For example, some of the candidates reported a greater understanding of their own privilege and a greater appreciation for the hardships faced by immigrant families. This understanding will enable candidates to present positive views of ELs' families based upon personal experience when they encounter negative views expressed by colleagues or community members in their school districts. Another example of service learning experiences that would benefit ESOL teachers at the K-12 level is the increased awareness of resources that are available to immigrant families. As result of their participation in local organizations that help to meet the needs of immigrant families, candidates will be prepared to enter a teaching career with contacts to which they can refer families in need.

Another implication of this study is that the need for increased experiences with diversity extends beyond TESOL candidates to all teacher candidates. Although the candidates surveyed for this study reported mostly positive views of diverse populations, the journal entries showed that some TESOL candidates held negative views that changed as a result of the service learning experience. These same negative attitudes may exist among teacher candidates in all academic fields. TESOL candidates enter the teaching profession prepared to teach a diverse population of students, but that same preparation does not exist in all teacher education programs. According to Commins and Miramontes (2006), "schools of education typically prepare their prospective teachers to work with some amorphous 'average student'—who is by implication middle class, native-English speaking, and White." With the changing demographics of U.S. schools, today's teacher candidates can expect to encounter culturally and linguistically diverse students throughout their teaching career and must be prepared to meet the needs of every student.

Some of the unfortunate findings of this study are that negative attitudes towards people of diverse cultures still exist within the TESOL community. Two candidates reported unprofessional behavior regarding instructor's lack of respect for students' cultural differences. This finding suggests that one cannot assume that every teacher working in the field of ESOL has training and education in the field of cultural diversity. Research has shown that teachers must understand how culture, language, and background experiences influence learning and social behavior in order to understand the challenges encountered by ELLs (Baker, 2001; Ovando, Combs, & Collier, 2006; Valdes, 1998). Although the majority of students who pursue the field of education in the United States are White, middle-class, monolingual individuals, teacher preparation programs in this country prepare certification candidates to teach students of all cultural backgrounds. Therefore, it is imperative that school districts and teacher education programs prepare both ESOL teachers and teachers of all content areas to understand the backgrounds of culturally and linguistically diverse learners.

Tim Micek is an associate professor in the Division of Education at Ohio Dominican University where he directs the MATESOL Program. His research interests include program administration and research practices.

Michele Harr is an assistant professor at Ohio Dominican University teaching in the Master of Arts in TESOL program. Dr. Harr's dissertation research, focused on preparing teachers to meet the needs of mainstreamed English learners, has been the topic of several professional conference presentations. Her current research interests include teacher preparation and service learning projects.

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Appendix A

Student Survey, Part I- Cultural Diversity

Directions Answer the following question as honestly as possible. Add any comments you wish, but circle one of the following: 4-Strongly agree, 3-Agree, 2-Disagree, 1-Strongly disagree

1. I am comfortable communicating with those who do not speak English as a first language.

4 3 2 1

2. I think that education is valued by populations that emigrate to the U.S.

4 3 2 1

3. I think that only the children of documented, legal immigrants should have the right to an education in U.S. schools.

4 3 2 1

4. I think that adult immigrants can learn English quickly if they make an effort.

4 3 2 1

5. I have some understanding of Latino, Somali or other non-English speaking cultures.

4 3 2 1

6. I have some understanding of a language other than English.

4 3 2 1

7. I have an understanding of the cultural barriers immigrant families face.

4 3 2 1

8. I think that community-based field experiences are beneficial opportunities for a potential classroom teacher.

4 3 2 1

Open-ended question:

What are you expecting to learn as a result of the community-based field experience?

Appendix B

Student Survey, Part II- Cultural Diversity

Directions Answer the following question as honestly as possible. Add any comments you wish, but circle one of the following: 4-Strongly agree, 3-Agree, 2-Disagree, 1-Strongly disagree

1. I am comfortable communicating with those who do not speak English as a first language.

4 3 2 1

2. I think that education is valued by populations that emigrate to the U.S.

4 3 2 1

3. I think that only the children of documented, legal immigrants should have the right to an education in U.S. schools.

4 3 2 1

4. I think that adult immigrants can learn English quickly if they make an effort.

4 3 2 1

5. I have some understanding of Latino, Somali or other non-English speaking cultures.

4 3 2 1

6. I have some understanding of a language other than English.

4 3 2 1

7. I have an understanding of the cultural barriers immigrant families face.

4 3 2 1

8. I think that community-based field experiences are beneficial opportunities for a potential classroom teacher.

4 3 2 1

Open-ended question:

What did you learn as a result of the community-based field experience?

Do General and Special Education Faculty Understand and Implement Co-teaching, Collaboration, and Universal Design?

Mary Ellen Bargerhuff, Ph.D.
James Dunne, Ph.D.

Teacher education programs aim to prepare candidates for careers as professional educators: those who work well with students but also with adults; those who work well in classrooms, but also in school buildings, district offices, and beyond, contributing to the field of education itself as well as to students (Pugach & Johnson, 2002). The National Network for Educational Renewal (NNER) guides this ambition at the mid-western university described in this paper. John Goodlad and his associates, founders of NNER, base their work in the philosophy of simultaneous renewal, through which teacher preparation institutions and public schools serve one another through ongoing collaborative relationships, resulting in combined growth and revitalization (Goodlad, 1994). NNER argues PK-12 schools need institutions of higher learning to maximize their potential while the university also requires engagement in public schools to guarantee high quality teacher education programs. According to NNER:

> Our work is based on the four-part mission of providing equal access to quality learning for all students, promoting responsible stewardship of our schools and universities, improving teaching and learning through pedagogy that nurtures and challenges all learners, and providing students with the knowledge, skills, and dispositions to become fully engaged participants in our democratic society
> (National Network, 2009).

In this paper we use the lens of inclusionary practice for students with exceptional learning needs (ELN) as a framework to examine how one particular teacher education program operationalizes the overall mission of the NNER, and the equal access clause in particular. Specifically, we explore faculty perceptions of three common tools used to facilitate effective inclusion: co-teaching, universal design for learning, and collaboration (Villa & Thousand, 2005). We pose the question: In what ways do general and special education faculty in this university support the mission of the NNER, particularly equal access to quality learning, through their daily practice? We share our feedback and reflect on the need for faculty to pursue their own professional development in areas related to inclusion and equal access.

Effective Inclusion for the Purpose of Providing Equal Access to All Learners

The concept of inclusion evokes vastly different opinions and emotions, depending on one's belief system and personal experience. Interestingly, federal law fails to define or even use the term. Legislation, however, implies the need for inclusion through its mandate of least restrictive environment. In fact, decades ago Public Law 94-142, reauthorized most recently as the Individuals with Disabilities Education Improvement Act of 2004, demanded:

> To the maximum extent appropriate, handicapped children, including those children in public and private institutions or other care facilities,

> are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of use of supplementary aids and services cannot be achieved satisfactorily (P.L. 94-142, Sec. 1412 [5] [B]).

The Elementary and Secondary Education Act (ESEA), better known as No Child Left Behind (NCLB), affirms the expectation for inclusion in the general education curriculum by mandating accountability for the achievement of all students, including those with exceptional learning needs (ELN).

Pragmatic definitions of inclusion, however, number as many as the schools that implement it. The definition of inclusion most consistent with the NNER mission derives from Villa & Thousand:

> Inclusive education is about embracing everyone and making a commitment to provide each student in the community, each citizen in a democracy, with the inalienable right to belong. Inclusion assumes that living and learning together benefits everyone, not just children who are labeled as having a difference.(Villa & Thousand, 2005, p. 5)

Even a quick perusal of professional literature yields an extensive toolbox for facilitating inclusive practices. Three strategies widely accepted as critical for successful inclusion form the basis for our current reflection. Definitions of each follow:

Co-teaching

The practice of two professionals working together to teach a group of students belongs neither to special education or inclusion exclusively. Friend and Cooke (2010) best define co-teaching within a framework of service delivery options for students with ELNs, however, as: "occurring when two or more professionals jointly deliver substantive instruction to a diverse, blended group of students in a single physical space" (Friend & Cook, 2010, p. 109). Friend and Cooke (2010) further maintain that professional educators, one a special educator or related service provider, and one a general education teacher, co-plan and co-assess as they co-teach.

Universal Design for Learning

An individualized education, based on the unique characteristics of students with ELNs forms the essence of special education services. Traditionally, teachers in the general education classroom interpreted this as a requirement to add accommodations and modifications to already existing curricula and lesson plans. Teachers, who use a universal design for learning (UDL), however, understand retrofitting often proves unnecessary if one initially considers the diverse strengths and needs of all students in a classroom, including those with disabilities. UDL, a concept developed originally by those in the field of architecture, entails the process of designing lessons to serve a wide variety of learners- frontloading as opposed to retrofitting (Rose, 2002). The Center for Applied Special Technology (CAST) lists three primary principals of UDL: (a) Multiple means of representation to give learners various ways of acquiring information and knowledge; (b) Multiple means of action and expression to provide learners alternatives for demonstrating what they know and; and (c) Multiple means of engagement to tap into learners' interests, offer appropriate challenges, and increase motivation (The Center for Applied, 2009). UDL supports learning through individual differences and minimizes a "one size fits all" curriculum approach.

Collaboration

Undoubtedly one of the most critical skills for any teacher in today's educational settings, collaboration proves particularly essential for educators who serve students with ELNs. Teachers face multiple daily challenges from implementing federal and state mandates to serving an increasingly diverse student population. Those who try to tackle the challenges alone can often quickly find themselves overwhelmed. Teachers collaborate out of necessity. Regan and Brooks (1995, p. 26) define collaboration as "the ability to work in a group, eliciting and offering support to each other member, creating a synergistic environment for everyone." To achieve lasting outcomes for their students and their schools teachers embrace collaboration and pledge commitment to clearly articulated common goals (Friend & Cook, 2010). Leaders of effective schools further support development of a collaborative culture, as simply a way of being (Pugach & Johnson, 2002).

Asking the Questions

We were interested in finding out more about our faculty's understanding of inclusive practices (specifically co-teaching, universal design, and collaboration) and their use of such practices in their own work. We asked full time general and special education faculty who prepare teacher candidates to give us some feedback on definitions of the terms; examples of their personal experiences with teaching/using these practices within the teacher preparation program; and perceptions of faculty with regard to facilitating collaboration between general and special educators for the purpose of enhancing the preparation of teacher candidates who will serve students in inclusive classrooms. In this paper we report the results of seventeen faculty responses, approximately 60% and reflect on the implications for this particular teacher education program. We also offer suggestions potentially useful to other teacher education programs in Ohio.

Reacting to the Answers

"Analysis is the process of bringing order to the data….Interpretation involves attaching meaning and significance to the analysis, explaining descriptive patterns, and looking for relationships and linkages" (Patton, 1980, p. 268). As we read and reread responses, we reached a deeper understanding of faculty perspectives. Emerging themes helped us reflect on the data as a whole, leading to "reasonable conclusions" (Taylor & Bogdan, 1984, p. 139).

Co-teaching

Definition. While some responses focused primarily on shared responsibility for the actual act of delivering instruction in the classroom, the majority of participants included references to shared responsibility extending to planning and assessment as well. Participants generally agreed multiple models of co-teaching and co-teaching exist and each may look different from one class to the next, in fact, only one reply cited the Friend and Cooke models. One response asserted an advantage to co-teaching as its ability to "take advantage of each other's talents." At least two participants defined co-teaching from the perspective of teacher educators. For example, one faculty member characterized co-teaching as "a collaborative instructional effort geared to enhance teacher licensure candidates' knowledge, skills, and pedagogical experiences. Co-teaching brings the diversity of instructors' experiences with teenagers in grades 7-12 environments to the university setting."

Preparing teacher candidates.

Responses to the question about how their particular programs prepare candidates to engage in/support a co-teaching model proved more ambiguous. A few participants recounted actual university co-teaching experiences. One example consisted of an assistant professor co-teaching with a visiting faculty from one of the PK-12 partner schools. This case exemplifies the NNER's philosophy of simultaneous renewal (Goodlad, 1994). Another response illustrated the gap between effective and not-so-effective practice:

> "I co-teach two courses. In the first one we really just construct the syllabus together and then teach on alternate days. In the other one, we plan together, create the syllabus together, and share the classroom, one teaching while the other provides support to students."

Certainly participants' responses indicated some co-teaching occurs in teacher education classes at this university. Most responses, however, suggested a less active commitment to co-teaching. Several respondents reported they "discussed" co-teaching in a course. One described talking with students about her own PK-12 experiences with co-teaching. Others cited required group projects, assigned for the purpose of providing candidates an opportunity to "co-present." Responses also indicate an emerging practice of co-teaching in the field by clinical faculty with their interns and student teachers. One participant described the advantages of this model:

> "In the co-teaching model, students benefit from a smaller student-teacher ratio and the teacher candidate learns from the veteran teacher over the entire 12 weeks rather than just the first few. As a supervisor of student teachers, I encourage the cooperating teacher to use the co-teaching model in whatever model that works best for them."

Not all responses displayed a proactive approach with regard to preparing candidates for co-teaching. One participant contended the question did not apply to her work with teacher candidates and another simply replied, "I don't teach special education," implying

special educators are primarily responsible for co-teaching.

Emerging Theme 1: Shared responsibility in co-teaching. Respondents displayed an adequate or better understanding of co-teaching models and generally supported co-teaching's contribution to equal access to learning for all students. Unfortunately, the current university culture with its emphasis on faculty workload and credit hours does not support the practice of co-teaching among general and special education faculty. While a small number of faculty members engaged in co-teaching relationships with colleagues, they did so without additional university support or resources, essentially working for free.

Universal Design for Learning

Definition. At least two respondents demonstrated a working knowledge of UDL. One explained:

> "Universal design for learning is essentially an attempt to optimize accessibility to learning for all children regardless of their learning style. Universally designed curriculum incorporates multiple methods of presenting material to be learned by allowing child-initiated level and type of participation that is responsive to the unique needs of each learner."

Several respondents referred to "learning styles" or "modalities" when defining UDL. Many also mentioned "student choice making" as an important element. Generally, participants agreed UDL has to do with differentiated instruction to ensure access to learning for all students. Few participants, however, made the connection between UDL and technology. One of these cited the work of David Rose (2002). Another said, "I think this is where accommodations are made for students with disabilities. Assistive technologies are universal design products." Finally, one participant acknowledged a "vague notion" of UDL asserting, "Some of the concepts as I understand them, particularly learning styles, seem a bit fanciful and I believe not very well supported by the literature I respect." This same individual qualified the statement, however, by continuing, "I do, however, completely support meeting all individuals' learning needs."

Preparing teacher candidates. If participants' definitions exposed their uncertainty with regard to the meaning of UDL, their comments on the topic of preparing teacher candidates to use UDL revealed even more hesitancy. None of the responses indicated any explicit training in UDL, although several mentioned coursework and assignments focusing on differentiated teaching. The primary method for preparing teacher candidates in this area appears to consist of in-class modeling by faculty, such as allowing candidates to utilize their preferred method of learning to complete an assignment, offering choices to candidates with regard to seating arrangements and other classroom elements, and making accommodations for teacher candidates with disabilities. Comments from two participants provide more specificity. One stated:

> "In the courses I facilitate, I make a point to not only use a textbook that reinforces the principles of UDL, but I also model the principles by utilizing materials, methods, and media that can be more responsive to the varying cognitive styles of the students in my classes."

Another respondent directly referred to use of technology, a critical component of UDL. She explained,

> "In educational technology we are able to demonstrate to students how to make use of the accessibility features on the computer, such as text to speech/speech to text, screen color, text size, zoom, screen flashing for hearing impaired, keyboard repeat adjustments, mouse click adjustments, and other things."

Emerging Theme 2 : Evolving uncertainty toward universal design for learning. Participants exhibited less confidence and accuracy in their understanding and use of UDL. They frequently used the term, differentiated instruction, as a synonym for UDL. Few participants communicated their understanding of UDL as a proactive rather than reactive process for meeting all students' learning needs. Most also failed to address the critical role technology plays in the implementation of UDL. Instead, many respondents emphasized the concepts of learning styles and choice making.

Collaboration

Definition. Responses to the query on the definition of educational collaboration indicate faculty members in this teacher education program have a solid understanding of the term. Phrases such as "working together toward a common goal," "all voices being heard and respected," and "creating an equal partnership to reach consensus" illustrate participants' awareness that collaboration is more than cooperation and basic communication. The definitions contrast sharply, however, with cited collaborative efforts of faculty to prepare teacher candidates for collaborative professional practice. The theme, *theory to practice dissonance* accurately describes the results from data on collaboration.

Preparing teacher candidates. While participants' define collaboration as an attempt to reach a common goal through mutual effort, they accomplish much of their work in teacher education without the benefit of collegial support. Participants cited coursework-discussions, group projects, and other assignments-as the primary means of teaching candidates about collaboration. One general educator did describe co-taught summer workshops as genuine opportunities for teacher candidates to observe faculty collaboration in action. This participant applauded the:

> "…moments when we may not appear to be working as a team because we recover rather quickly. It is important for licensure candidates to see that working in a team is not easy; yet it is doable with constant effort and genuine interest in the end goal."

Most comments from general educators, however, allude to a lack of authentic opportunities to collaborate with special education faculty, a fact that challenges their efforts to act as role models for students. According to the general education faculty respondents, they typically resort to using class discussions to simply emphasize the value of collaboration with special educators.

Intervention specialist faculty members assert instruction on collaboration is embedded in all of their coursework and particularly targeted in a course designed specifically for teaching collaboration/ communication skills. Unfortunately, this course is required only for intervention specialist majors and is not included on the program of study for other licensure candidates. Both general education and special education faculty appear to rely on field practica and student teaching experiences to provide candidates with their primary exposure to and practice in collaboration, although one respondent confessed opportunity to observe an intervention specialist in a general education classroom ranged from "100% to 0%."

Examples of faculty collaboration. Ironically, respondents who expressed a thorough understanding of collaboration reported few significant collaborative experiences in their own professional lives. The most common responses to this question cited dialogue during meetings, contact with guest speakers, and other informal conversations. Less frequent responses indicated some faculty collaborate through co-authoring, course design, and co-teaching. One participant described a collaborative effort with a special education faculty member to ensure appropriate accommodations for a teacher candidate who had a physical disability. Interestingly, two respondents identified the student concern conference process as a collaborative venue. It appears that while this event may be stressful, the opportunity to engage in collaborative problem solving most often results in favorable outcomes for candidate and faculty. Finally, at least five participants confessed they rarely engaged in collaboration with colleagues. As one respondent summarized, "There is little formal opportunity for collaboration built in."

Where Do We Go from Here?

As special education faculty members committed to the NNER mission, particularly the component aimed at providing equal access to quality learning for all students, we applaud the efforts of our colleagues who are actively implementing inclusive practices in their work with teacher candidates. In our opinion, however, the depth and breadth of these efforts is currently insufficient to truly achieve the mission of NNER to which our university aspires. Therefore, we offer the following suggestions for improving practice within this particular teacher education program, with the hope that they may be helpful to other programs as well.

Address the false dichotomy of general education versus special education.

General education and special education teacher preparation programs at this university remain

essentially separate entities. Blurring the demarcation between the two fields will reinforce the use of the inclusive practices our study cites. While a legitimate need for training in particular areas of expertise certainly exists, many teacher education courses remain unnecessarily distinct. One simple step this university could take would be to open up the collaboration course currently aimed at intervention specialists to all teacher candidates. A common collaboration course would offer the opportunity to examine methodological similarities and differences and explore common ground. A more ambitious initiative, recently launched with the use of federal grant funds by some of our colleagues, attempts to fully merge a segment of the middle childhood and special education programs. Modeled on efforts of a consortium of universities across the United States, the outcome of this endeavor appears promising, though uncertain at this time. Frequently cited challenges include the immense amount of material required by each program to meet national standards; and the typical resistance to change, common in any new venture.

Practice what we preach.

If co-teaching leads to effective inclusionary practice then faculty need to systematically teach, model, provide opportunities for practice, and assess candidate performance in this area. Providing lip service to co-teaching without supporting it through faculty role modeling undermines its potential and decreases the likelihood that teacher candidates will internalize the need to advocate for co-teaching in their own professional practice. Faculty must engage in collaborative problem solving with college and university administrators and union representatives to find ways to equitably change the current system in order to provide opportunities for faculty who choose to do so to co-teach. Simultaneously, faculty and administrators must acknowledge the time commitment required for out of class planning for effective co-teaching to take place and incorporate that time into faculty load and compensation.

Continue to encourage and expand simultaneous renewal through thoughtful, deliberate field placements.

This particular teacher preparation program maintains a strong relationship with designated partnership school districts. While licensure programs at this university now emphasize co-teaching between interns/student teachers and clinical faculty (classroom teachers), they currently fail to structure field experiences in such a way as to capitalize on the many effective co-teaching relationships that currently exist between general and special education teachers in PK-12 schools.

Systematically placing general education and special education teacher candidates with clinical faculty in already established co-teaching relationships would enhance opportunities for role modeling as well as provide even more opportunities for PK-12 students to access quality learning experiences.

Expand professional development opportunities.

If, as the NNER mission states, equal access to learning for all is a priority, then faculty should commit to continuous improvement in this area. Fortunately, our teacher education department already retains a well-established Professional Development Committee that plans monthly professional development opportunities for faculty members. UDL and other similar inclusive practices would be a logical choice of topics for future professional development sessions.

Dr. Bargerhuff, a special education teacher and supervisor in the public schools for over fifteen years, currently serves as an Associate Professor/ Intervention Specialist in the Teacher Education Department at Wright State University. Dr. Bargerhuff's research interests focus on inclusionary learning environments for students and adults with disabilities in school, home, and community.

Dr. Dunne, an administrator, department head, behavioral consultant and superior in community and institutional settings for people with intellectual disabilities and challenging behaviors for nearly thirty years before his current position as an Associate Professor/Intervention Specialist in the Teacher Education Department at Wright State University. Dr. Dunne's research interests focus on behavioral consultation services and applied behavior analytic approaches to teaching.

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Ohio Association of Teacher Educators
Membership Invitation August 2010-July 2011

The Ohio Association of Teacher Educators (OATE) *is a state unit/affiliate of the Association of Teacher Educators (founded in 1920) and is also a member of the Ohio Confederation of Teacher Education Organizations (OCTEO). OATE promotes quality teacher education programs for initial preparation, induction, and continuing professional development opportunities for P-12 school districts, agency-based, and college/ university teacher educators.*

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OCTEO/OATE Fall Conference
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www.OhioTeacherEd.org

October 13-15, 2010
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February 12-16, 2011
The Caribe Royale Hotel
Orlando, FL

OCTEO/OATE Spring Conference
Innovations in Teacher Education
www.OhioTeacherEd.org

April 13-15, 2011
The Crowne Plaza Dublin Hotel
Columbus, OH

Visit the Ohio Confederation of Teacher Education Organizations Website (www.ohioteachered.org) for details.

OATE INVITES YOU…*to attend and participate in conferences and/or submit a proposal for presentation of your research or project to OATE and/or ATE.*

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To share your research and ideas
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The Fall 2010 issue of
The Ohio Journal of Teacher Education
will be an open theme issue.

Submission guidelines are on the last page of this issue.

The Ohio Journal of Teacher Education

The Ohio Journal of Teacher Education provides a forum for the exchange of information and ideas concerning the improvement of teaching and teacher education. Articles submitted should reflect this mission. Their focus should concern concepts, practices, and/or results of research that have practical dimensions, implications, or applicability for practitioners involved with teacher education. The journal is regional in scope and is sent as a benefit of membership in the Ohio Association of Teacher Education.

Manuscripts are subject to review of the Professional Journal Committee and editorial consultants. Points of view are those of the individual authors and are not necessarily those of either Association. Permission to reproduce journal articles must be requested from the editors.

Manuscript Guidelines

Content: Journal issues may be "thematic" or "open." Currently, all future issues are designated "open."
Length: Manuscripts, including all references, bibliographies, charts, figures, and tables, generally should not exceed 15 pages.
Style: For writing and editorial style, follow directions in the latest edition of the *Publication Manual of the American Psychological Association.* Omit the author's name from the title page. Include a 30-word abstract. Please do not use auto formatting when preparing the manuscript! When preparing the list of references, please use the hanging indent feature. Do NOT press Enter at the end of each line and tab in to create the second line indent. Use of the Enter and Tab keys when formatting the reference list, creates an editing nightmare when transferring the manuscript into the publishing program.
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Note: It is assumed that all manuscripts submitted to the editors have received local IRB approval. Any manuscripts that do not follow the above procedures will be returned.

Editorial Procedures

Authors will be notified of the receipt of the manuscript. After an initial review by the editors, those manuscripts which meet specifications will be sent to reviewers. Notification of the status of the manuscript will take place after the deadline date for each issue. The journal editors will make minor editorial changes; major changes will be made by the author prior to publication.

Deadline for Fall 2010 submissions is June 30, 2010

Manuscripts, editorial correspondence, and questions can be directed to Virginia McCormack, Ed. D., The Ohio Journal of Teacher Education, Ohio Dominican University, 1216 Sunbury Rd., Columbus OH 43219-2099, (614) 251-4766 mccormav@ohiodominican.edu