



# Center for Educational Pluralism

## DER ... Just Another Hoop?

*Some Woodring College of Education (WCE) students feel that the Diversity in Education Requirement (DER) is just another hoop to jump through. Is it?*

We have all heard the catch-phrase, "Our society is becoming increasingly diverse." While it is true that numbers are increasing, I will argue that it is not the fact that we are becoming more diverse, but that we are becoming more accepting of diversity.

I ideally, we would all embrace diversity, but the truth is that not everyone feels this way. However, as educators we have an obligation to each and every one of our students. Not teaching to the diverse populations that comprise our classrooms would be unprofessional. For this reason, the DER is not "just another hoop." It is probably one of the more important requirements you will fulfill in your pre-certification program.

The DER is designed to aid all WCE students in becoming effective teachers for all students. It can raise awareness of diverse perspectives and backgrounds, and provide resources that help future teachers learn about children whose backgrounds differ from their own. This requirement can be beneficial regardless of your previous experience with diversity.

In order for a requirement to not seem like a hoop, you cannot think of it as being one. For the sake of our children—your students—put thought and effort into the DER. Whether you choose the Individual Diversity Plan, one of the classes, or the packet, you have much to gain, regardless of what kind of background you have in working with diverse populations. You will encounter new perspectives, experiences and people ... and you will not be jumping through another hoop.

Kim Alexander—CEP Assistant Coordinator

## Spring Quarter VOICES Panel

The Woodring College of Education's Center for Education Pluralism (CEP) presents this quarter's VOICES Panel, *Educating English Language Learners in Public Schools*, on May 21st from 6:00 to 8:00 PM in the Wilson Library Presentation Room. Mary Kernal, Regional Director for the Office of Migrant Education from ESD 189 has committed to participate, as have Trish Skillman (TESOL), and Shannon Hower, ESL Coordinator for Mt. Baker School District. Washington State Representatives Dave Quall, Doug Ericksen, and Sharon Tomiko Santos, all members of the education committee, have also been invited.

If you or someone you know has strong feelings about educating English Language Learners, please contact Nola or Shelley at the CEP, (360) 650-3827 or email at cep@wwu.edu.

Center for  
Educational Pluralism  
Woodring College of Education

Spring Quarter

May 2001

### Spring Discussion Calendar

5/4-11am	5/24-3pm
5/7-4pm	5/29-12pm
5/10-12pm	5/31-12pm
5/15-1pm	6/4-12pm
5/16-2pm	6/6-2pm
5/21-10am	6/8-11am

\* Discussions take ~50 min.  
(includes 30 min. video).

No sign up needed. All discussions are held in Miller Hall 250.

### Inside this issue:

Underrepresented ...	2
NCORE	2
Art in Education	2
Native American 10..	3
Whatcom Literacy...	3
Take Back the Night	3
Resource Reviews	4



## Adopting the Term, "Underrepresented Population"

By Stacey Valentin, AS VP Legislative and Community Affairs

In today's society there is more of a concentration on using inclusive language so as not to offend anyone. A term that is increasingly becoming more under attack is the word "minority." The definition of the root word, minor, has a couple of definitions. It is defined as lesser or smaller in amount, as well as lesser in importance, rank, or stature. While the first part of the definition holds true when referring to minority populations, the last part of the definition is in no way accurate.

The National Student of Color Coalition calls for the replacement of the term "minority" with the more inclusive and non-biased, "underrepresented population." While seemingly a mouthful, there are many reasons that the Coalition supports this change in terms. First, people of color are not minor in any way; they have spent years overcoming oppression and discrimination of all degrees. Also, the term minority, although supposed to be overarching to include all areas of diversity, is often used only to refer to racial and ethnic groups. By adopting the term underrepresented population, it becomes all-encompassing.

*The CEP challenges each individual to adopt and support the use of non-biased language.*

## WCE Faculty and Students to Attend National Conference on Race and Ethnicity

Woodring's Diversity Committee will be sending four representatives (two faculty and two students) to the National Conference on Race and Ethnicity in American Higher Education (NCORE) at the end of May. This five day conference, held in Seattle, WA, attracts over 1000 people representing all 50 states and some foreign countries each year.

NCORE will address how to create inclusive environments, programs, and curriculum, as well as how to improve campus racial and ethnic relations. Ideas for expanding opportunities for educational access and success for culturally

diverse and traditionally underrepresented populations will also be addressed. Conference attendees will go to workshops and will learn practical application of policy, planning, and curriculum used around the country.

Hopefully these four representatives will gain new insights and information to bring back to Woodring.

Students Kim Alexander and Bruno Cross, and Faculty Karen Hoelscher and Marsha Riddle Buly will attend NCORE.

For more information, visit [www.occe.ou.edu/NCORE/](http://www.occe.ou.edu/NCORE/)

## Using Art to Promote Diversity in Education

One of the most common ways we are exposed to other cultures in school is through food or guest speakers. Although there are benefits to such activities, they don't ensure that students get exposure to broad perspectives and different people. What is a good solution to promoting diversity in the classroom and reinforcing equality? The idea of using art as a tool to educate students about the various areas of diversity is so simple that it is often overlooked. Here are some ways that art can be incorporated into multicultural education: art projects based on styles used by various cultures, comic histories of different peoples, large murals, quilts or other types of group projects that promote individuality be-

ing part of a whole, and displaying art works and photographs from a multicultural perspective around the classroom. By using art to educate students on diversity, all students can become familiar and comfortable with these issues in an exciting way.



"Prayers for Salmon"  
Ramon Murillo  
[www.ebuynativeart.com](http://www.ebuynativeart.com)

## The Native American Ten Commandments

1. Treat the Earth and all that dwell thereon with respect.
2. Remain close to the Great Spirit.
3. Show great respect for your fellow beings.
4. Work together for the benefit of all mankind.
5. Give assistance and kindness wherever needed.
6. Do what you know to be right.
7. Look after the well being of mind and body.
8. Dedicate a share of your efforts to the greater good.
9. Be truthful and honest at all times.
10. Take full responsibility for your actions.

\*This was included to give readers an idea of religion from a different perspective.

[www.fortunecity.com/tinpan/oldsquire/285/pray.html](http://www.fortunecity.com/tinpan/oldsquire/285/pray.html)



## Whatcom Literacy Council—You Can Help!

For preservice teachers who want to gain a better understanding of language barriers in society and help in a meaningful way, tutoring may be right for you. The Whatcom Literacy Council (WLC) began the tutoring program in 1978 for adults who wanted to learn basic literacy or English as a Second Language. The absence of reading and writing skills make the tasks of surviving and prospering in today's world difficult.

Working with individuals as a tutor can be a very rewarding experience, especially for preservice teachers. It would provide you with

more training for your student teaching internship by increasing your confidence and teaching ability while making a contribution to society. The WLC provides training for all tutors and matches you with an individual or small group based on your interest and availability. Tutors also receive on-going support and training.

For more info, contact the WLC.

(360) 647-3264

\* GREAT ACTIVITY IDEA FOR THE INDIVIDUAL DIVERSITY PLAN \*

## Women Unite! Take Back the Night!

There is one night each year that women come together so they can feel strong, empowered, and safe when walking at night. This year that night was Thursday, April 19th—the date of the Take Back the Night march, an international event started in 1973, designed to put a stop to violent acts against women. So, how do women feel the other 364 days of the year?

Do you think it is right that women fear for their lives every time they walk from their office to their car? When trying to enjoy an evening walk beneath the stars, no one should have to clutch their keys in their hand or have to constantly check behind and beside them for predators. So what are we going to do? We have to start young.

After working with elementary school age kids, Brian Pahl, Western's Men Against Violence (WMAV) coordinator, says it is evident that gender roles are learned very early. Redefining masculinity as something based on positive behaviors, attitudes, and emotions will be a key factor in reducing violent acts against women. WMAV is working on breaking down the idea that men are "supposed" to be a certain way. Society molds men into powerful and dominating people. This is how institutions in our society, such as education, perpetuate violence against women. Brian recognizes that, although these systems are slowly changing, much still needs to be done to ensure that women have the same privileges as men.



Brian Pahl, WMAV coordinator, speaks out in support of the men and women involved in ending violence against women.

Center for Educational Pluralism  
Woodring College of Education

250 Miller Hall  
Bellingham, WA 98225

Phone: (360)650-3827

Email: cep@wwu.edu



*Center for Educational Pluralism  
Woodring College of Education*

The CEP orders a new batch of resources each quarter, and we have some new arrivals that are now available to be checked out. These include:

- [A Teacher's Guide to Including Students with Disabilities in General Physical Education, second edition](#); Martin E. Block
- [Cooperative Learning Strategies for Inclusion](#); JoAnne Putnam
- [Classroom Crusades: Responding to the Religious Right's Agenda for Public Schools](#); Barbara Miner
- [Failing Our Kids: Why the Testing Craze Won't Fix Our Schools](#); Rethinking Schools
- [The Real Ebonics Debate: Power, Language, and the Education of African Americans](#); Theresa Perry and Lisa Delpit
- [The Arab American Encyclopedia](#); Anan Ameri and Dawn Ramey

All of the books listed above are available to be checked out for one week. We are constantly looking at new resources to order, so feel free to let us know of any that you think belong on our shelves.

## Including All Students in PE: A Resource Review

The CEP recently purchased the book, [A Teacher's Guide to Including Students with Disabilities in General Physical Education, second edition](#) by Martin E. Block. This book provides practical ideas for any teacher, from PE specialists to classroom teachers. As the idea of "Special Education" as an entity apart from general education starts to dissolve, it is imperative that teachers have the tools to include all children in every content area, even PE. Block's book is an excellent reference for doing so.

Block begins by providing a working definition of inclusion, explaining the concepts behind IDEA-97, and relating that to physical education. She provides the reader with strategies and ideas for including students of all ages and ability levels in PE. Specific areas addressed in her book include: planning, assessment, instructional modifications, social acceptance and support, and behavior management. Also included are reproducible forms teachers can use to generate goals, plan lessons, and assess students' strengths.

This book is available at the CEP and may be checked out for one week. If you are interested in purchasing this resource, please refer to the publisher's website, at [www.brookspublishing.com](http://www.brookspublishing.com).



The CEP staff, Kim Alexander, Melissa Anderson, Shelley Olson, Nola Long, and Isaak Hayes (represented by an Iroquois mask) show off their new resources.

Come check them out!