

School of Education Equity Action Plan: 2017-2021

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Background

Faculty and staff in the School of Education at Seattle Pacific University recognize the magnitude of demographic differences between teacher candidates and the K-12 students they teach. There are several ways to describe this phenomenon. For example, in 2015 student teachers in the School of Education were 78% white while the K-12 students they taught were 53% white. Compared to the University overall, student teachers in the School of Education in 2015 were also less diverse (69% and 78% white, respectively). Female compared to male is another example. In 2015, both at the institution and program level (69% and 78% respectively) females were represented well-above average compared to enrollment of K-12 female students (48%) in Washington.

Differences between teacher candidates and K-12 students at the program level are similar to differences reported by institutions across the nation. For example, the Department of Education (2016) indicates, “a large majority of education majors... in teacher preparation programs, are white.... in the 2012-13 school year, 25 percent of individuals enrolled in a teacher preparation program... were individuals of color” (p. 3). Also, “the racial composition of bachelor’s degree students who pursue education-related majors is less diverse than that of similar students who major in several other fields... while 62 percent of all bachelor’s degree students in 2012 were white, 73 percent of students majoring in education were white” (Department of Education, p. 11).

Those familiar with historical trends in education recognize unequal representation has been an ongoing issue. For example, Urban and Wagoner (2004) note that females have predominantly occupied the ranks of teachers for at least three hundred years, from Dame schools in the 1700s to the Common School era in the 1900s. More recently, female postsecondary institution attendance rates at the national level increased from 29% in 1947 to 57% in 2015 (National Center for Education Statistics, 2015). By 2025 females will compose 59% of total postsecondary enrollment (National Center for Education Statistics). A related example is the differences in the distribution of female to male teachers in Washington. In 2015-2016, 73% of teachers were female compared to 27% male. The unbalanced female to male distribution is linked to a variety of historic, social, economic, institutional, and cultural factors. Likewise, the mismatch between race and ethnicity of teachers and their students is also subject to the influence of different variables. For example, economic considerations influence which majors college students choose.

According to the Bureau of Labor Statistics (2013), compared to majors such as engineering, health professions, and computer science, education has the lowest unemployment rate, which is an advantage for new college graduates. Alternatively, education has the second to lowest annual salary for new graduates, with differences of \$9000 (health science) to \$20,000 (computer science). While low unemployment must be appealing to many new graduates, it must also be an insufficient benefit to overcome steep salary deficits, especially when the average Washington college graduate had nearly \$25,000 in student loan debt in 2015.

Reasons for the mismatch between race and ethnicity of teachers and their students transcends economic considerations, though these reasons are perhaps more difficult to explain. Nevertheless, Putman et al. (2016) provides some analysis.

One obstacle is a smaller proportion of black and Hispanic students complete college, even though both groups enter college at rates that are proportional to the total U.S. population (Putman at al., 2016, p. 6). Rates of graduation for 22-year-olds reported by the National Center for Education Statistics (2015) show 44% of white, 21% of black, 30% of Hispanic, 27% Pacific Islander, and 23% American Indian students graduate from college after four years, with other races equivalent or exceeding 45%. Some reasons for lower college completion rates include academic preparation, family and work responsibilities, and financial constraints.

Another obstacle is fewer black and Hispanic students choose education as a major less often compared to white students. Reasons for disinterest in becoming an educator vary, though low salary compared to other professions (Bureau of Labor Statistics, 2013) and decreasing job satisfaction among teachers (Markow, Macia, & Lee, 2012) are contributing factors.

A third reason is black and Hispanic teachers are hired for teaching jobs at lower rates compared to white teachers (Putman at al., 2016, p. 7). Explanations for this include poor district recruitment practices, applicants being lured away by other employment opportunities, and lower passing rates on credentialing tests. Research on Praxis licensure tests conducted by Gitomer and Yi (2010) suggest some evidence for the last explanation, specifically, “across all tests, white candidates who pass have higher mean scores than African-American candidates” (p. 84).

Last, black and Hispanic teachers are retained in teaching jobs at lower rates compared to white teachers. One explanation for this is underrepresented teachers “tend to work in schools with higher rates of poverty, commonly in urban settings... [and] these schools tend to be more challenging environments, and minority teachers still do exit these schools, contributing to their lower overall retention rates” (Putman at al., 2016, pp. 8-9).

A fundamental point shown in the analysis by Putman at al. (2016) and the National Center for Education Statistics (2015) is the reduced rate of college completion by black and Hispanic students, which ultimately limits the available pool of applicants for teaching. A second problem is persuading underrepresented students to choose education as a career, which involves cultural and social influence, but also practical considerations such as work conditions, school leadership, and salaries.

Regardless of the sophistication of these obstacles there are several compelling reasons to promote matching between teachers and students. For instance, matching “shows small-to-modest, but still educationally meaningful, effects on student achievement” (Putman at al., 2016, p. 2). Additional benefits include

- a) Teachers from underrepresented groups are more motivated to work with students in high-poverty, racially and ethnically diverse schools;
- b) Teachers from underrepresented groups tend to have higher academic expectations for diverse students;
- c) Diverse students benefit from teachers who can serve as academically successful role models;
- d) Positive exposure to individuals from a variety of groups can reduce stereotypes, attenuate biases and promote cross-cultural understanding (Albert Shanker Institute, p. 1, 2015).

Along with empirical and practical considerations, there are philosophical and moral reasons for promoting an equitable match. These reasons are linked to concepts underlying the purpose of education, such as optimizing development, encouraging civic participation, and adhering to collective values. For example,

The main purpose of the American school is to provide for the fullest possible development of each learner for living morally, creatively, and productively in a democratic society (Association for Supervision and Curriculum Development, 1957).

The function of education is to teach one to think intensively and to think critically. But education which stops with efficiency may prove the greatest menace to society. The most dangerous criminal may be the man gifted

with reason but no morals.... We must remember that intelligence is not enough. Intelligence plus character—that is the goal of true education (Martin Luther King Jr., 1948)

The purpose of education has always been to every one, in essence, the same - to give the young the things they need in order to develop in an orderly, sequential way into members of society (John Dewey, 1934).

The students are alive, and the purpose of education is to stimulate and guide their self-development (Alfred North Whitehead, 1929).

Achieving the social, emotional, ethical, and academic purposes of education requires attention to all facets of the endeavor, not the least of which are philosophical and moral. The values and beliefs of Seattle Pacific University and the School of Education provide a distinct basis for considering the philosophical and moral concepts underlying education, and for addressing the mismatch in race and ethnicity between teachers and students.

Seattle Pacific University, and the School of Education, are immersed in the tradition of independent liberal arts learning. The legacy and progressive quality of liberal arts institutions was established in 1659 when community leaders from Cambridge founded Harvard for the “advancement of all good literature, arts, and sciences” and for “the education of the English and Indian youth of this country, in knowledge and godliness.” Liberal arts education has always emphasized comprehensive mental and moral development. Though limited in scope in the seventeenth century, as shown in the Harvard Charter, liberal arts education from its inception was intended to benefit people from various backgrounds. Faculty and staff in the School of Education are recipients and transmitters of this tradition, yet liberal arts education has evolved.

According to the Association of American Colleges and Universities (2017) liberal arts education emphasizes critical and creative thinking, teamwork and problem solving, civic knowledge and engagement, and ethical reasoning and action. While including these elements into its identity, the university has established a specific set of commitments. These include mastering the tools of rigorous learning in a vibrant intellectual community, understanding a multicultural and complex world, and valuing the centrality of character formation in the life of individuals. Another commitment is embracing the Christian story through biblical and theological literacy.

Seattle Pacific University was founded by members of the Free Methodist Church in 1891. Commitment to the Christian story is an inviolate aspect of institutional identity. For founding members, establishing the University was an expression of faith based on concern for education and social issues. These two principles are still emphasized as part of the Free Methodist tradition, as shown in the Book of Discipline which indicates members “actively participate in civic life by involvement in efforts for the improvement of social, cultural and educational conditions” (The Free Methodist Church of North America, 2007, p. 73). Another principle of Free Methodism is recognition of scripture as an authoritative source for guidance.

Many of the most worthwhile goals of education are expressed as imperatives in scripture. Gaining wisdom, doing justice, and showing compassion are just a few. Some examples follow:

Listen to advice and accept instruction, that you may gain wisdom in the future (Proverbs 19:20).

Learn to do right; seek justice. Defend the oppressed. Take up the cause of the fatherless; plead the case of the widow (Isaiah 1:17).

Let justice roll on like a river, righteousness like a never-failing stream (Amos 5:24).

Administer true justice; show mercy and compassion to one another (Zechariah 7:9).

Give justice to the poor and the orphan; uphold the rights of the oppressed and the destitute. Rescue the poor and helpless... (Psalm 82:3-4).

Love your neighbor as yourself (Mark 12:31).

Carry each other's burdens, and in this way you will fulfill the law of Christ (Galatians 6:7).

Vision and Mission

Vision

The vision of faculty and staff in the School of Education is to ensure all students achieve their full potential and experience school as a place of compassion, equity, and purpose for attainment of individual and collective good. Faculty and staff believe the influence of liberal arts and Free Methodist tradition provide a unique foundation for preparing educators to pursue this vision. Addressing the mismatch between teachers and their students is necessary if all students are going to reach their full potential. Addressing the mismatch is also a matter of equity, which is a requirement of justice since "that which is equitable is just, and equity is justice which goes beyond the written law" (Aristotle).

Mission

The mission of faculty and staff in the School of Education is to prepare exceptional educators, generate knowledge about education, and facilitate collaboration between educators. Faculty and staff prepare exceptional educators for work with youth and adults in educational settings through programs focused on knowledge and skill, personality and disposition, care and empathy, and leadership and progress. Faculty and staff generate knowledge about education through research to improve practice and inform policy. Faculty and staff in the School of Education facilitate collaboration between educators to develop innovative programs, optimize use of resources, and achieve goals

Values

Knowledge and Skill

Knowledge includes facts and information acquired through education and experience. Knowledge also includes theoretical and practical understanding of a subject. Skill is ability to do particular things well.

Personality and Disposition

Personality is the combination of characteristics or qualities that form an individual's character. Disposition is a person's inherent qualities of mind and temperament.

Care and Empathy

Care is feeling concern and interest in others. Care involves looking after others and providing for their needs. Empathy is the ability to understand and share the feelings of another.

Leadership and Progress

Leadership is the action of guiding a group or an organization. Progress is advancement or development toward a better or more complete condition.

Striving to achieve the vision, mission, and values of the School of Education requires attention to cultural diversity, which constitutes the existence of various cultural and ethnic groups within society and the way culture influences education. Preparing exceptional educators, generating knowledge about education, and facilitating collaboration between educators requires faculty and staff attend carefully to cultural diversity by

Developing graduates with

Self-knowledge - a thorough understanding of one's own cultural roots and group affiliations;

Relationship skills - the ability to work with diverse children and adults who are different from oneself in ways that these others perceive as respectful and caring;

Empathy - a deep and abiding sensitivity and appreciation to the ways in which children and their families perceive, understand, and explain their world;

Knowledge of cultural development - an understanding of how the local community influences development;

Knowledge of cultural conflict - an understanding of the discrepancies between the values of the local community groups and the traditional American values espoused in schools;

Self-analyze skills - a capacity for reflection and change (Haberman & Post, 1998).

Ensuring graduates can

Acquire a knowledge base for culturally responsive teaching. For example, a) asking which ethnic groups give priority to communal living and cooperative problem solving and how these preferences affect motivation, aspiration, and task performance; (b) how different ethnic groups' protocols of appropriate ways for children to interact with adults are exhibited in instructional settings; and (c) the implications of gender role socialization in different ethnic groups for implementing equity initiatives;

Develop culturally relevant curricula. For example, analyzing knowledge, ideas, and impressions about ethnic groups that are portrayed in the mass media. Television programs, newspapers, magazines, and movies; culturally responsive teaching includes thorough and critical analyses of how ethnic groups and experiences are presented in mass media and popular culture;

Care and build a classroom and school learning community. For example, helping students to understand that knowledge has moral and political elements and consequences, which obligate them to take social action to promote freedom, equality, and justice for everyone;

Communicate across-cultures. For example, ensuring teachers recognize communication is culturally encoded and that its expressive forms and substance are strongly influenced by cultural socialization. Teachers need to be able to decipher these codes to teach ethnically diverse students more effectively;

Apply cultural congruity in classroom instruction. For example, a topic-chaining communication style is very conducive to a storytelling teaching style. Cooperative group learning arrangements and peer coaching fit well with the communal cultural systems of African, Asian, Native, and Latino American groups (Gay, 2002).

Including coursework and field experience that emphasizes

Content integration - using examples and content from a variety of cultures and groups to teach key concepts, principles, generalizations, and theories in a subject area or discipline;

Knowledge construction process - to understand, investigate, and determine how implicit cultural assumptions, frames of reference, perspectives, and biases within a discipline influence the ways that knowledge is constructed within it;

Prejudice reduction - to develop more positive racial, gender, and ethnic attitudes;

Equity pedagogy - techniques and methods that facilitate the academic achievement of students from diverse racial, ethnic, and social-class groups (Banks & Banks, 1995).

Making collective progress toward

Acceptance and respect for difference, continuing self-assessment regarding culture, careful attention to the dynamics of difference, continuous expansion of cultural knowledge and resources, and a variety of adaptations to service models to better meet the needs of underrepresented populations;

Viewing groups as distinctly different from one another and as having numerous subgroups, each with important cultural characteristics;

Working to hire unbiased employees, seek advice and consultation from the community, and actively decide what they are and are not capable of providing to underrepresented groups;

Seeking underrepresented faculty and staff capable of negotiating a bicultural world (Cross et al., 1989); and,

Restructuring the culture and organization of the school so that students from diverse racial, ethnic, and social-class groups will experience equality and cultural empowerment (Banks & Banks, 1995).

Self-Assessment Results

Demographic Comparison: District – Institution – School of Education

Districts where student teachers are placed are racially and ethnically more diverse in comparison to both institution demographics for students and teacher preparation program demographics. Differences between districts, institution, and programs vary by a magnitude of 4 in some instances (e.g. Native Hawaiian other Pacific Islander) and 6 in other instances (two or more races). See Table 1 in the Appendix for a summary of differences between district, institution, and the school of education.

Disproportionate Representation

Females both at the institution and program level (69% and 78% respectively) are well-above average compared to districts (48%). White students at the program level (80%) are also over represented in comparison to districts (53%).

Race and ethnicity at the institution and program level are unrepresentative compared to district rates. Males are also underrepresented at the institution and program level (31% and 22% respectively) compared to districts (52%).

In summary, demographics at the institution and program level are more female and white compared to districts where student teachers are placed. See Table 1 in the Appendix for a summary of differences.

Recruitment

Recruitment is handled by a team in the admissions counseling office. Recruitment begins with distributing information to prospective students through several sources such as social media, print materials, conference exhibits, and fairs. Marketing materials are intended to appeal to undergraduates and early career professionals. Material design depends heavily on photographs, which show 70% people of color and 70% female. When instructors are shown in photos they are not consistently white females. Photos, which are rotated periodically, show people dressed in clothing that is popular in Western culture. Materials are accessible using various devices such as laptops and tablets. In addition, materials are straight-forward, gender-neutral, and not overly technical or academic. The team distributes marketing materials in-person at conferences and fairs and to school districts. For example, the team attends an annual diversity forum in California to promote School of Education programs. The team also attends local school district activities for recruiting, such as specific efforts at recruiting paraeducators to the school employees program.

Prospects may complete a request for information through program websites, referrals, or over the phone or through email. Prospects are entered into a customer relationship management software system and receive an email with program specific content within 24 hours of inquiry. After inquiring, prospects receive phone and email contact encouraging them to complete an application. Once an application is started, applicants receive email and phone call reminders encouraging them to complete the application.

A specific strategy for the undergraduate program is recruiting transfer students from community colleges in Puget Sound (Seattle Central, South Seattle, Highline, Pierce at Fort Steilacoom, and Tacoma Community College). The team also recruits students from high schools with diverse student populations, such as Chief Sealth, Cleveland, Evergreen, Franklin, and Highline, among others.

Conditional Admission

Students who have not met all admission requirements are provided individual advisement and a process for petitioning for an extension, especially if they have met other qualifications, have education experience, or are from an underrepresented group. For example, a student who has not passed all parts of West-B may petition for an extension and be provided with a specific plan for passing, such as study guide, alternative due date, or enrollment deferral.

Mentoring

Students struggling with academic performance or other program requirements receive formal mentoring or other targeted support. For example, a student may be mentored prior to student teaching to improve organizational skills or a student may complete an independent study to compensate for academic or disposition performance. Also, a student may have an extended student teaching internship experience to close performance gaps. Both mentoring, independent study, and extended internship are completed formally.

Application and Acceptance Rates for Students of Color

Between winter 2015 and spring 2017, 16 applicants to graduate teacher education programs were unqualified, none from under represented populations. From the applications received between winter 2015 and spring 2016, 34 white applicants were offered admission but declined to enroll, while four applicants from under represented populations were offered admission but declined to enroll.

Between autumn 2014 and autumn 2016, 43 undergraduate students withdrew from the program. From the 43, 30 had completed 8 credits of coursework during spring quarter of their sophomore year: 23 white students, 2 Hispanic students, 3 Asian students, 1 African American student and 1 Native American. An additional 13 undergraduate students withdrew from the program without beginning coursework: 10 white, 1 Hispanic, 1 African American, and 1 Asian. Four students were counseled out of the program: 2 white, 1 African American, and 1 Native American. The total number of diverse students that quit, dropped after one quarter, or were counseled out was 11. From a pool of 43, the percentage of students from diverse race or ethnicity who left the program was 25.5%, compared to 21% from the group of undergraduate completers for 2014-2015. The proportion of diverse undergraduate students counseled out of the program was higher compared to those that quit after one quarter or those that quit before completing any coursework. Feedback from undergraduate faculty and staff indicates the number of underrepresented undergraduate students counseled out of the program between autumn 2014 and autumn 2016 was atypical.

Retention Rates

Students enrolled in undergraduate and graduate programs, both from representative and underrepresented groups, are successful in meeting degree and certification requirements. A small percentage (between 2% to 3% each year) require additional support or intervention. Students needing additional support or intervention are generally successful. On rare occasion, students are advised out of the program. The diversity of students advised out of the program is proportional to overall enrollment (2014-2016 undergraduate enrollment year described above notwithstanding).

Retention Challenges

Students are monitored as they progress through programs. Data is gathered from applications, then coursework grades, then student teaching assessments. Progress monitoring indicates supports or interventions are required depending on individual need. For example, one student may need an extended student teaching experience while another student may need individualized instruction in equity pedagogy prior to student teaching. Application of supports or interventions are not disproportionate between represented and underrepresented groups of students.

Additional Information about Community and Students

In February and April of 2017 authors of the School of Education Equity Action plan convened an ad hoc Committee of Equity Advisors. Committee members were community leaders with broad representation and special and practical

knowledge of cultural diversity. The committee included representation from the John Perkins Center, Multicultural Education Rights Alliance, School of Theology, School of Education Diversity Committee, teacher candidates, building administrator, field supervisors, and program faculty.

The goal for the Committee of Equity Advisors was to reinforce the program's commitment to cultural diversity through revision, development, or integration of program documents including the equity action plan, previously authored diversity plan, and existing conceptual framework. Some specific activities of the Committee included a) understanding the context of the committee's advisement, b) exploring central concepts from literature, c) and identifying program documents for feedback and revision.

Some observations from the Committee of Equity Advisors include the following:

We have a chance to influence students now in teacher education... teacher beliefs matter;

Getting beyond our own experiences and what worked for us, to realize that we need to think beyond what we know and what our students know, and to be open to that;

I [teacher candidate] decided I wanted to do teaching but it took a long time for me to get there;

I [building administrator] did it because I know that it saves lives... that's my passion - life saving;

You have to know what your strengths are and be honest about what they are;

Restructuring the culture and organization of the school;

Dispositional implications of teaching motivate lead people strong personal values;

Learn to generate knowledge and create new understandings;

Character... which acknowledges the dispositional implications of teaching and learning... motivate... lead... professional expertise... strong personal values... explicit and implicit ethical standard;

Lived experiences and frames... own cultural and experiential filters;

Determining what ethnically diverse students know and can do... communicative styles of most ethnic groups;

Using their own cultures and experiences to expand their intellectual horizons and academic achievement;

How will we build teachers who are lifelong learners regarding the work of equity;

How do we foster skills for sustainability in the profession;

The conceptual framework is too vague, more action - what do these effective teachers do.

Along with convening a Committee of Equity Advisors, authors of the School of Education Equity Action plan created cultural diversity curricula for use by students, instructors, and field supervisors. Curricula has been organized into four online modules. Module topics included a) Select Literature Review on Cultural Diversity for New Educators, b) Teacher Belief and Equity, c) Leading a Class Discussion on Cultural Diversity, and d) Culturally Responsive Supervision. Also, a selection of 14 books, such as *Transition by Design: Improving Equity and Outcomes for Adolescents with Disabilities and For White Folks Who Teach in the Hood... and the Rest of Y'all Too*, has been purchased for professional development for instructors and field supervisors.

Collaboration with the Committee of Equity Advisors and development of cultural diversity curricula produced several insights for establishing equity action plan priorities:

Ensure coursework and field experience extensively teaches knowledge and skills related to cultural diversity, such as cultural competence, equity pedagogy, and culturally responsive teaching.

Establish analysis of personal beliefs and personal characteristics as a central component of coursework and field experience.

Clarify the vision, mission and values of the School of Education to inspire applicants from underrepresented groups to choose education as a career.

Goals and Strategies

Goal 1: Coursework and field experience enables candidates to acquire an effective knowledge base of cultural diversity, specifically cultural competence, equity pedagogy, and culturally responsive teaching.

Goal 2: Coursework and field experience enables candidates to analyze personal beliefs and personal characteristics for improving self-knowledge, relationship skills, empathy, knowledge of cultural development, knowledge of cultural conflict, and skills for conducting self-analysis.

Implementation by program directors, director of field placement, director of assessment

Strategy 1: Deploy cultural diversity curricula created as part of the Equity Action Plan using a School of Education webpage (7/2017)

Strategy 2: Revise field experience syllabi to include reflective writing on cultural diversity (9/2017)

Strategy 3: Audit program evaluation reports for elements of cultural diversity knowledge base (9/2017 to 9/2021)

Strategy 4: Ensure program directors and chairs identify one or more goals related to cultural diversity on program evaluation reports (9/2017 to 9/2021)

Goal 3: Program assessment results show completers demonstrate knowledge, skills, beliefs, and personal characteristics that infer diminished potential for cultural conflict between them and their students.

Implementation by program directors, director of assessment, instructors of capstone courses

Strategy 1: Revise Disposition Assessment and Internship Performance Criteria to include items assessing cultural diversity (6/2017 to 6/2019)

Strategy 2: Revise End-of-Program and Completer surveys to include items assessing cultural diversity (5/2017 and 11/2017 to 5/2019 and 11/2019)

Strategy 3: Require candidates write about their level of knowledge and skill in cultural diversity as part of their Draft Professional Growth Plans (3/2018)

Goal 4: School of Education vision, mission, and values to show principles and traditions that inspire applicants from underrepresented groups to choose education as a career.

Implementation by School of Education administration, faculty, admissions personnel

Strategy 1: Revise the School of Education vision, mission, and values (9/2017 to 9/2018)

Strategy 2: Update School of Education webpages with revisions to vision, mission, and values (9/2018)

Strategy 3: Develop marketing materials around revised vision, mission, and values (10/2018)

Strategy 4: Deploy marketing materials (11/2018)

Goal 5: Program completer demographics show change over time that diminish the sex, race, and ethnicity mismatch between them and their students.

Implementation by School of Education administration, faculty, graduate admissions personnel, director of assessment

Strategy 1: Continue partnerships with Puget Sound ESD, ESD 113, and Tacoma School District to recruit alternative route candidates by asking partners for recommendations of local talent and holding recruitment webinars, interest meetings, and workshops. (6/2017 ongoing)

Strategy 2: Continue partnerships with Technology Access Foundation Martinez Fellows to recruit candidates interested in education

All of the goals shown in this Equity Action Plan are achievable, though some goals will be achieved sooner than others. For example, revising the School of Education vision, mission, and values will be complete within months. Alternatively, changing demographic characteristics to reduce sex, race, and ethnicity mismatch between graduates and their students will take years. Nevertheless, faculty and staff in the School of Education are committed to ensuring all students achieve their full potential and experience school as a place of compassion, equity, and purpose for attainment of individual and collective good. The context, goals, and strategies shown in this Equity Action Plan are an important part of achieving this vision.

Appendix

Table 1: Summary of differences between district, institution, and school of education demographics.

	Total	Hispanic/ Latino of any race(s)	American Indian/ Alaskan Native	Asian	Black/ African American	Native Hawaiian /Other Pacific Islander	White	Two or More Races	Not Provided	Male	Female	Bilingual /Non- Native English
District Placements for Student Teachers 2012-2013	369202	57306	4027	52722	28614	4570	196198	25759	6	190700	178502	36665
SPU Students 2015-2016	4108	342	24	405	143	14	2393	279	325	1280	2828	233
SOE Student Teachers autumn 2014-2015	137	9	1	9	1	1	109	0	7	30	107	2
Graduate Traditional	34	3	1	2	0	0	28	0	0	6	28	0
Graduate Residency	46	1	0	2	0	0	36	0	7	13	33	2
Graduate Res math/sci	19	0	0	0	1	1	17	0	0	6	13	0
Undergrad	38	5	0	5	0	0	28	0	0	5	33	0
WA Students Enrolled in Pubilc and Private 2012- 2013	1045987	204678	16729	74455	47736	9296	630072	62990	31	539149	506838	94176
Percent												
District placements 2012- 2013		15.52%	1.09%	14.28%	7.75%	1.24%	53.14%	6.98%	0.00%	51.65%	48.35%	9.93%
SPU Students 2015-2016		8.33%	0.58%	9.86%	3.48%	0.34%	58.25%	6.79%	7.91%	31.16%	68.84%	5.67%
SOE Student Teachers autumn 2014-2015		6.57%	0.73%	6.57%	0.73%	0.73%	79.56%	0.00%	5.11%	21.90%	78.10%	1.46%
WA Students Enrolled in Public & Private 2012-2013		19.57%	1.60%	7.12%	4.56%	0.89%	60.24%	6.02%	0.00%	51.54%	48.46%	9.00%

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