

OSU Students Learning to Teach Portland's Diverse Student

A group of 13 Oregon State University master's degree pre-service teachers are heading to a northeast Portland elementary school for three weeks in April.

The university pre-service teachers will be working as student teachers in eight classrooms at King Elementary on the best ways to teach math and science to culturally diverse students.

Jean Moule, an instructor in OSU's School of Education, said teachers in the Professional Teacher Education Program hope to improve their ability to establish a culturally just classroom climate—conducive to learning for all pupils—that recognizes the effects of a student's home and community on learning.

The OSU student and two university professors will begin their program at King Elementary April 12. The pre-service teachers will observe and help out in the classroom for the first week. The second two weeks will be spent putting their observations to work as they teach a 10-lesson unit of math or science.

King Elementary was chosen because "about 85 percent of its 800 pre-kindergarten through fifth grade students are children of color," Moule said.

"First we have to go where the diverse students are," Moule said. "Then we need to adjust our strategies. Telling these students that they may need to do well in school is often

not enough, especially when this is connected to getting along in the dominant culture that may not be giving them positive feedback. If they don't put into it, they may not be motivated to learn. We need to make learning culturally relevant.

"The best classrooms focus on the strengths of the children's cultures while teaching skills to succeed in the larger community," she added.

Moule said that there are some differences in learning that can be culturally based.

"For example, there are some cultures that are more family-based, or some who are more respectful of age, or than encourage more hands-on learning that the dominant culture in America, and we need to incorporate this information when we teach," Moule said.

King Elementary Principal Joseph Malone said he decided to be part of the dominant culture in American, and we need to incorporate this information when we teach," Moule said.

King Elementary Principal Joseph Malone said he decided to be part of the Alternate Placement and Math/Science Curriculum Development for Pre-service Teachers of Minority Students program because he saw it as a win-win situation.

"It was an information and growth opportunity for our teachers, and also a win situation to entice students who want to become teachers to know

what the school and the classroom is all about," he said.

All of OSU's 55 students enrolled in the teacher education program have participated in some aspect of this grant activity. Also, two King teachers attended math and science curriculum development workshops at OSU in October and about ten more King teachers will have the opportunity to continue with them in April. Eight King teachers serve as mentors for the university pre-service teachers.

This program was made possible by a \$27,770 grant from the Oregon Eisenhower Professional Development Higher Education Grant Program that is federally funded, a contribution equivalent of \$2,200 from the Portland School District for teachers' time in this program and by grant management expertise from OSU.

Moule said that this project should not only benefit the students and teachers at King, but also the OSU pre-service teachers who are expected to gain their teaching licenses in June.

"When these OSU students come out of this program they'll teach science and math better. They're going to know how to treat students as individuals. And, I expect the experience will explode their stereotypes," Moule said.

Moule said she hopes to secure another grant for further study the next school year.

Anne Kirkwood's Message:

Open the Courthouse to all Oregonians

In March 1995, the Oregon Legislature passed a special law for a special woman. In August, the previous year, Anne Kirkwood had been horribly burned when her vehicle was struck by a 1976 General Motors pickup truck with side-saddle gas tanks. An immediate explosion engulfed Mrs. Kirkwood's vehicle. Not only was Mrs. Kirkwood burned, but her granddaughter next to her was consumed and her grandson in the back seat was burned. At the time, GM's side-saddle trucks had been estimated to have burned or killed hundreds of people nationally. There was an effort underway to recall them. However, in Oregon, Mrs. Kirkwood had virtually no remedy or recourse against General Motors for the post-accident, special care she required. A law known as the Statute of Repose prevents Oregonians from holding manufacturers accountable for defective products if the products are more than eight years old. The truck that struck Mrs. Kirkwood was 18 years old.

Anne Kirkwood and her supporters began a campaign to change the law. The GM trucks did not become

defective because of misuse or the passage of time. They were designed defectively from day one. Moreover, they were advertised to be built "like a rock." The Oregon Legislature responded to Mrs. Kirkwood's plight, stood up to the megacorporation, and amended Oregon's Statute of Repose.

The Legislature did the right thing in 1995, but it did not go far enough. The Legislature refused to totally abolish the Statute of Repose. The House and Senate supported only a narrow exception for cases involving GM side-saddle trucks. On three other occasions Oregon lawmakers passed similar narrow exceptions: for victims of asbestos, IUDs and breast implants.

It is an unreasonable burden that Oregonians should have to petition the Legislature every time they are injured by defective equipment more than eight years old. Oregonians reside in one of only 15 states that have some type of a statute of repose. However, Oregon's is the third most restrictive. Citizens in most every other state enjoy greater access to the courts than Oregonians.

This session, the Legislature has a

chance to open the courthouse doors. Proposed legislation would allow the useful life of a product to be considered in injury cases involving defective products. The existing eight year limit would remain in place but the injured person would have the opportunity to prove the product has a longer useful life. Many products we use today are meant to last much longer than eight years. The truck that struck Anne Kirkwood's car was meant to last an average of 18 years. Without the proposed change in law, Oregonians will remain at the mercy of dangerous and defective products. Individuals will have no recourse for their injuries when they use poorly made vehicles, power tools, farm equipment, electronic equipment or manufacturing machinery that are more than eight years old.

Anne Kirkwood continues to struggle with her injuries. She has had thirty surgeries. However, because of a special exception to Oregon law, she had her day in court. The Legislature did the right thing for Anne Kirkwood. Lawmakers have before them House Bill 23111, the useful life proposal. By passing this legislation, they will do the right thing again, this time for all Oregonians.

OSU Host College Outreach Event

CORVALLIS—Oregon State University will host its second annual "Ujima Night" on Monday, April 19, at Self-Enhancement, Inc. in Portland. The outreach event for African Americans is designed to provide information to students and their families about OSU programs and admissions.

The free public event will run from 6:30 p.m. to 8 p.m. at Self-Enhancement, Inc., located at 3920 N. Kerby Ave.

Speakers will include OSU President Paul Risser and Paul James, coordinator of the Ujima Education Office at OSU. Keynote speakers Leon McKenzie, a counselor at Benson high school in Portland, will discuss the importance of attending college.

"One of the primary goals of Ujima

Night is to expose high school students to college—and particularly OSU, as a resource to get higher education," James said. "The event was very successful last year, and we would like to continue to build relationships with students in Portland." Last year, 200 people attended the inaugural event.

There is a growing interest in OSU among African American students, James pointed out. The number of African American freshmen who have applied to the university and have been accepted has risen nearly 70 percent since last year.

There will be separate "breakout sessions" for parents and students at Ujima Night. Both sessions will include information on financial aid,

admissions, student life, student resources, and "how to be successful at OSU."

A student panel, featuring African American students enrolled at OSU, will answer questions and describe their experiences at the University. It will facilitate by Louan Johnson, program coordinator with the admissions office at Oregon State.

Representatives of a number of campus organizations will be available, including the Black Student Union, the Black Cultural Center, the Ujima Education Office, and the Educational Opportunities Program.

Dinner will be served at the event, and number of OSU students will be available to talk and answer questions.

PCC's Portland Teachers Program Seeks Minority Applicants

For the last decade the Portland Teachers Program (PTP) of Portland Community College has helped ethnic minority students pursue a career teaching Portland's youth through the Ethnic Minorities in Education Award.

In the 10th year of PTP, the dream is still alive for ethnic minority teachers-to-be and students who benefit from increased diversity in Portland's classroom. Program coordinators are currently seeking up to 15 applicants for the assistance award.

Applicants will have their PCC tuition paid for nine terms, for two years at Portland State University and a final year of schooling in PSU's masters in education program so the students can obtain his or her teaching certificate. All participants in the Portland Teachers program will also receive priority-hiring status in the Portland Public Schools district.

Applicants must be of African American, Asian American, Native American or Hispanic/non-European descent to qualify. Linda Gettmann, program coordinator and PCC Cascade Campus admissions coordinator,

said the applicant interview process should begin some time in May, so potential applicants are encouraged to contact her at 978-5291 for information on program requirements and an application.

Spring 'Round Up' of Kindergartners

Portland School District's annual Kindergarten Roundup, set for April 19-30, offers early registration and introduction to Kindergarten for youngsters and their parents.

To register for Kindergarten, parents must provide documents establishing their child's birthdate (children must be 5 years old on or before Sept. 1), up-to-date immunization records and other information relating to the child's home address and emergency contacts.

While parents may register children any time during and after the roundup at every school, the following schools have set aside special times for parents and youngsters to tour school and meet with kindergarten teachers.

Contact your neighborhood school for information. To learn which school your child will attend, call 916-3304.

FOR MORE INFORMATION, Call Lew Frederick, director of Public Information and Communication, Portland Public Schools 916-3304.

Public Charter Schools Passed Out Of House Committee

A Public Charter Schools bill has passed out of the House Committee on Education and is headed to the floor of the House for a vote.

Committee Chairman, Ron Sunseri, R-Gresham, says, "this bill gives parents alternatives to how their children get a public education. It cuts red tape for teachers and administrators and allows them to concentrate on classroom instruction."

The Public Charter Schools bill allows a group to apply for a charter within their current school district with either the district or State Department of Education acting as sponsor. No religious schools

or private schools receiving tuition may apply and no more than 10 percent of students within a district may be enrolled in a Public Charter School.

At least fifty percent of the teachers and administrators must be certified. A collective bargaining unit at the Public Charter School, the school district or the State Department of Education may represent employees.

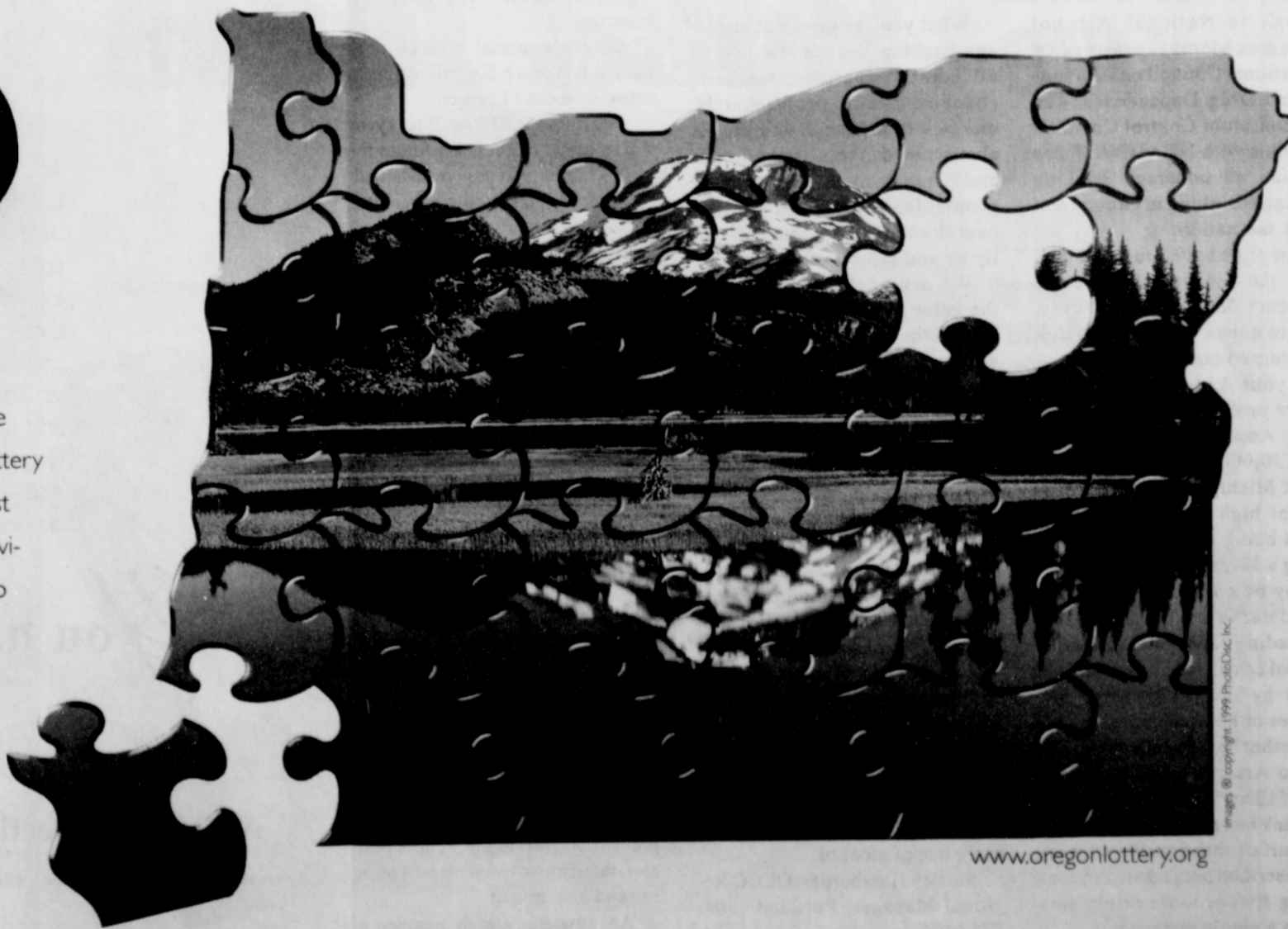
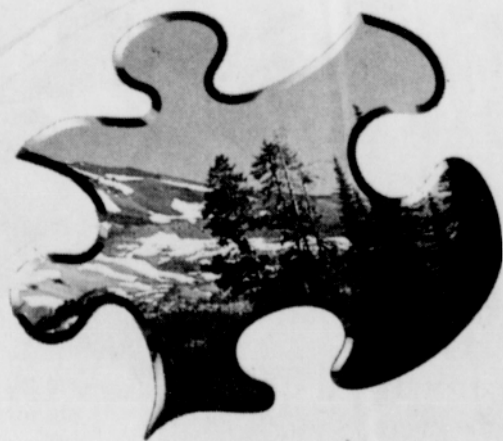
The funding formula for grades K-8, gives Public Charter Schools 80 percent of the district's normal per student amount, 95 percent for grades 9 through 12.

If the bill passes the House, as ex-

pected, it will go back to the Senate for concurrence on several amendments that were made by the House. If the Senate, which passed the bill in February, approves the amendments, the bill could go to the governor sometime in April.

House Majority Leader Steve Harper, R-Klamath Falls, called the bill's passage, "the result of hard work and perseverance by supporters and lengthy public input from educators, parents, students and community leaders. After three legislative sessions of trying for a Public Charter Schools bill, this is one the governor should sign."

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