Fostering a Future of Inclusion: A Conversation with the Board

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Selected Factors Affecting Movement Through the PK-20 Pipeline

- Social Factors
- Academic Factors
- Challenges within the male population
- Personal factors
- Motivational factors
- Post-secondary “savvy”
- Economic factors
Key Discussion Points

How does OUS:

- Expand and apply effectively the concept of “seamlessness” to all populations
- Give appropriately focused dimension to the collaborations with Oregon’s other education sectors toward common goals, and
- Encourage student success within increasingly complex educational environments?
Key Policy Areas

- Strengthening the Educator/Student Pipeline Infrastructure
- Connecting with Oregon’s Communities
- Enhancing Campus Environments
- Infusion of Inclusive Concepts throughout OUS and within Campus Portfolio Frameworks
Strengthening the Educator/Student Pipeline Infrastructure

Core Concepts:

- Preparing educators to address effectively the state’s multidimensional PK-12 educational needs
- Actively participating in an integrated and “reciprocal” educational environment with statewide partners
- Contributing to educational environments that seek to promote for all students at all levels the sense that they can develop the skills and have the encouragement to be successful (i.e., “you can do it”)
Connections Among Education Sectors

Student Readiness for post-high school pursuits

Highly-qualified educator workforce (teachers and administrators)

Key considerations include:
- Content knowledge
- Literacy development at all levels
- Working knowledge of high school/postsecondary standards alignment
- Ability of all educators to work with increasingly diverse PK-12 populations.

Postsecondary Options
- Community colleges
- Four-year institutions
- “Seamless” opportunities
- Vocational pursuits

Career Pathways (including educator preparation)
Teacher Education Materials

How to Become an Oregon Teacher
An Advising Guide to Teacher Preparation Programs in Oregon

DRAFT

HOW TO BECOME AN OREGON TEACHER
Teacher Preparation Programs in the State of Oregon

www.ous.edu/teachedguide.htm

www.ous.edu/teachedguide.htm
Connecting with Oregon’s Communities

Core Concepts:

- Reaching multiple populations within Oregon to promote post-secondary awareness
- Motivating and encouraging those in the K-14 sector toward university-level pursuits, particularly if they experience challenges to higher education access and opportunity
- Providing opportunities for engagement surrounding post-secondary possibilities and pursuits (i.e., “we want you to do it”)
Lift Every Voice

Asian Americans in Oregon

Spring 2006

Guest Commentary
Dr. Phyllis Lee

www.ous.edu/lev
Enhancing Campus Environments

Core Concepts:

- Promoting retention through a variety of student-related opportunities
- Encouraging campus-wide commitments to awareness, receptivity, and responsiveness
- Encouraging a sense of fellowship (i.e., “we seek to create environments that assist your success”)
Infusion of Inclusive Concepts throughout OUS and within Campus Portfolio Frameworks