

The Pacific Oaks College's PRISM Principles professional development approach

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ABSTRACT

In a struggling atmosphere for education, one college is optimistic about the future by offering school districts its PRISM Principles professional development as a means to ensure that “no child is left behind.” Pacific Oaks College & Children’s School is known for its premiere programs in early childhood education, human development, and marital studies. It is expanding its unique model of education across K–12 with the intention of providing a solution through its preparation of educators and its PRISM Principles professional development for school districts to meet the needs of all students. The focus of the PRISM principles professional development is on social justice, equity, and culture-centered education as a means to transform the school culture and enhance the effectiveness of teachers so that every child can succeed. While the PRISM Principles have been a part of the mission and practices of Pacific Oaks College throughout its 65 years of existence, the implementation of these principles in an actual study is new. The success of this first scholarly venture will be an important step for this college and for the education community as it will offer a means to improve the success rate at schools by taking into account the intelligence to which students already have in a process that relies on student self-actualization and efficacy to fuel the energy and desire to succeed in school.

Keywords: professional development, social justice, equity, culture-centered, “no child left behind”

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INTRODUCTION

We are concerned that our lives show forth our belief in the way of love. This means that we cannot do violence to others and we cannot pay deference to such common fetishes of our day as race superiority, nationalism, materialism, or economic class interest (Statement of purpose, 1946).

While the Pacific Oaks Statement of Purpose cited above may be radical 65 years ago, in the second decade of the twenty-first century, this critique of our society is still true. In fact, it may be safe to say that our planet is faced with even more violence, racism, nationalism, and materialism than was the case in the 1940s (Capitalism, 2012; Hughes & Krayling, 2010; Is America, 2012; Jackson, 2012; Lead us, 2008; Love, 2004; Tyler, Stevens, & Ugdah, 2012; US national, 2012). Despite all the effort to nationalize the effort to ensure that “no child is left behind,” many of our schools are still not serving the needs of all students (Andrews, 2012; Duncan, 2012; New data, 2012; Strauss, 2012; Wallis, 2012).

This article presents how in a struggling atmosphere for education that one college is optimistic about the future by offering school districts its PRISM Principles professional development as a means to ensure that “no child is left behind.” Pacific Oaks College & Children’s School is known for its premiere programs in early childhood education, human development, and marital studies. It is expanding its unique model of education across K–12 with the intention of providing a solution through its preparation of educators and its PRISM Principles professional development for school districts to meet the needs of all students. The focus of the PRISM principles professional development is on social justice, equity, and culture-centered education as a means to transform the school culture and enhance the effectiveness of teachers so that every child can succeed.

Today schools and teachers are under the gun to increase the performance of students. Most strategies imposed by school district administrators on teachers involve curricular changes intended to better prepare students for high stake testing (Heubert, 2012). This may be successful with students who come from European American middle to high income families but this strategy is not working with diverse, second language students, especially from low income families. Knowing that Pacific Oaks College needs to be a leader in addressing these concerns, the vision of the School of Education at Pacific Oaks College is to become a world leader in providing an education based upon the mission of the College and the School as a means to transform society through education.

BACKGROUND AND EXPERIENCE OF PACIFIC OAKS COLLEGE

Over the years, Pacific Oaks College gradually evolved into an innovative educational institution, and then by leaps and bounds as a result of consistently high standards in practice, into a leader in early childhood education. When an institution’s goals align with the needs of society, the foundation for building a powerful future is laid.

Pacific Oaks College is an independent institution of learning influenced by its Quaker heritage and dedicated to principles of social justice, respect for diversity, and value of individual uniqueness. Through its partnership with the Children’s School, a private non-profit early childhood school serving diverse pre-school through second grade students, its primary focus has been on the needs of young children and their families, and all those who, directly or indirectly, touch their daily lives (Witt, 1961). Education at Pacific Oaks College includes academic, research, clinical, and community outreach components to help develop understanding of the settings in which a child acts and, in turn, develops. Pacific Oaks College promotes educational practices within the institution, profession, and public schools

that encourage learners to find their own voices, to take stands in the face of opposition, and to exercise competence while collaborating with others. The goals of Pacific Oaks College include the following: teaching and learning in order to prepare professionals for early childhood education, classroom teaching, human development, and family counseling; demonstrating developmentally appropriate practices/environments and cultural sensitivity; constructing and disseminating knowledge about children and their families through scholarship and policy studies; collaborating with school stakeholders to improve classroom practices; and encouraging community service in order to encourage civic responsibility (Jones, 1983; *Pacific Oaks*, 2002).

HISTORY OF PACIFIC OAKS COLLEGE

Throughout its 65 years of existence, Pacific Oaks College & Children's School has been a consistent leader in early childhood education. In the 1950s, Elizabeth (Betty) Jones, a faculty member, published the nation's first resource on multi-age grouping based upon work she did in the Children's School. In addition, in 1962, she completed a directory of service providers in conjunction with Elizabeth Prescott for the Welfare Planning Council of the Los Angeles Region. The latter soon became a member of the Pacific Oaks family and together they sought and received a series of grants from the U. S. Children's Bureau to examine the quality factors in child care that led to numerous conference presentations and publications. Further research throughout the years on the effects of learning environments on children brought the institution widespread recognition. Its reputation in early childhood education led in 1965 to an invitation from the federal government to conduct fast-track training for Project Head Start. At the time, pre-K education was unheard of in public schools and 32 states did not even offer public kindergarten. Head Start promised food, medical attention, parental education, training in hygiene, and an education that would prepare disadvantaged children to enter first grade. Head Start is today considered the most successful program of President Johnson's Great Society. Pacific Oaks College faculty were critical in initiating this landmark development legacy that continues to assist thousands of children and their families. Since that era, Pacific Oaks College has continued to provide college credit through its outreach to Head Start teachers working to meet California State and U.S. federal academic requirements. As a result, many Head Start teachers, staff members, and administrators have completed degrees at Pacific Oaks College (Jones, 1983; *Pacific Oaks*, 2002).

Two of the most important products of Pacific Oaks College are Marlene Canter and Louise Derman-Sparks. Marlene Canter, a graduate of Pacific Oaks College, together with her husband founded Canter and Associates in 1976. They used this company to market their assertive discipline program. Canter and Associates expanded from merely selling the many books and other publications regarding discipline to marketing products aimed at education teachers on other topics like motivation, violence prevention, conflict resolution, and instructional strategies to provide professional development training for teachers, and materials that were used by universities for degree programs and graduate level course work (Marlene Canter, 2012).

Louise Derman Sparks is a long-time human development faculty member at Pacific Oaks College, now Professor Emeritus. She worked with young children and families as an early childhood educator and program director for over 40 years. Through her leadership and in collaboration with other faculty at Pacific Oaks College, the anti-bias curriculum was created to counter the "color blind" approach to dealing with diversity in schools. The anti-bias curriculum brought international distinction to the long-standing tradition of equality at Pacific Oaks College. She is the author and co-author of several books, and continues to be

mentor to faculty and administrators at Pacific Oaks College (Louise Derman-Sparks, 2007/2008).

CURRENT GOALS OF PACIFIC OAKS COLLEGE

Pacific Oaks College has historically educated its candidates with the knowledge, skills, and dispositions to connect the students' culture, family, and ways of knowing with learning the content the school considered important to know. In the second decade of the twenty-first century, the Pacific Oaks College mission statement continues to be committed to social justice, equity, and a cultural-centered education. While in the past, the ability of Pacific Oaks College to impact education was limited to early childhood education, due to the creation of a new School of Education, Pacific Oaks College is now ready to prepare educators who can have a positive impact on children throughout the preK-12 age groups. Through the School of Education, Pacific Oaks College especially intends to help low performing students and/or schools and school districts through its unique approach. This approach involves changing school environments into places that support social justice and equity (Beck & Malley, 2011; Cambron-McCabe & Dantley, 2001; Gaetane & Normore, 2009; Larson, 2001; Self, 2009). The methods proposed by the School of Education involves a systemic transformational process that utilizes a set of principles, including curriculum revision, instructional strategies (constructivism, experientialism, anti-bias curriculum, and culture-centeredness), multicultural education, and school climate change (Baron, 2011; Blackmore, 2002; Bolger & Somech, 2004; Frattura & Capper, 2007; Lawrence, 2007; Markewicz, 2005; Prichard, 1996; School mission, 2011). Basing school change upon the goal of ensuring that everyone in the school treats each other with respect and dignity, guarantees that everyone has a chance to succeed. It is the belief of members of Pacific Oaks College that the ideal completer of School of Education programs will be effective educators who serve urban and suburban or rural schools and school districts populated by low income and culturally diverse families and students (Blasé & Blasé, 1999; Clair & Adger, 1999; Cohen, 2007; Graue, 2011; Guide, 2011; Howard, 2007; Lewis, 2003; Meeting, 2011; Mitra, 2011; Sullivan, 2011; Whelan, 2011). The School of Education programs provide candidates not only with what to do in transforming their classes, schools, and school districts but how to do this in an environment bombarded by the demands of governmental regulations and critics inside and outside of the schools and school districts.

There is a sense of urgency in accomplishing the vision and mission embedded in the approach of the School of Education at Pacific Oaks College. At one level, the urgency applies to the need to offer an alternative education so that today's children can grow into adults capable of leading our world towards a peaceful and sustaining place for all people. At another level, the approach of Pacific Oaks College helps teachers become effective to ensure that more children reach their full potential and in doing so lead schools and school districts to achieving the goals of NCLB in their states. To accomplish these goals, the faculty and administrators at Pacific Oaks College offer a means to ensure the efficiency and quality of the programs offered. The rapidly changing needs of learners and learning communities requires interventions that do not just pound more content into the heads of students (Eisner, 2005; Kohn, 2005; Noddings, 2005; Scherer, 2005). According to the educational philosophy of the School of Education at Pacific Oaks College, the best way to ensure that students succeed at school is to educate the whole child (inclusive of the culture, customs, and language they bring to school) in order to connect the knowledge and skills to which students already have with what they are required to know according to standards of the state. This approach honors the students' self efficacy and triggers their innate curiosity and intelligence. Once children feel respected for who they are and what they know, their own

intrinsic motivation will lead them towards successfully translating their own knowledge with the knowledge required by the state standards – thus, becoming bi-cultural and/or bi-lingual.

EFFECTIVE TEACHERS

The key to this transformational education is the teacher. Evidence shows that teacher quality is the key determinant when it comes to measuring student success. Students who have highly effective teachers for multiple years in a row will close the achievement gap between these students and their privileged peers (Varlas, 2009).

One of the few areas of consensus among education policymakers, practitioners, and the general public today is that improving teacher quality is one of the most direct and promising strategies for improving public education outcomes in the United States, especially for groups of children who have historically been taught by the least qualified teachers (Darling-Hammond, 2010).

While teacher effectiveness can be gauged by student test scores on standardized tests, they should not be the sole criteria. Test scores do not give a full picture of teacher contributions and student circumstances. A research synthesis for the National Comprehensive Center for Teacher Quality (NCCTQ) cites the following five elements that effective teachers have: high expectations for all students and help them learn, as demonstrated on value-added, test-based, or alternative measures; ability to contribute to positive academic, attitudinal, and social outcomes for students such as regular attendance, on-time promotion to the next grade and graduation, self-efficacy, and cooperative behavior; diverse resources necessary to plan and structure engaging learning opportunities; a portfolio of formative assessments to monitor student progress in order to adapt instruction as needed and skills to evaluate learning using multiple sources of evidence; strategies to transform classrooms and schools to places that value diversity and civic-mindedness; and group dynamic skills used to collaborate with other teachers, administrators, parents, and education professionals to ensure student success, particularly the success of students with special needs and those at high risk of failure (Goe, Bell, & Little, 2008).

EFFORTS TO SIGNIFICANTLY IMPROVE STUDENT ACHIEVEMENT

Traditionally, Pacific Oaks' academic programs address the need for an educated, effective and culturally sensitive workforce in early childhood and primary education. The quality of early childhood education is a critical factor in closing achievement gaps as students begin their primary level education. It has been the mission of the College for more than 65 years to provide young children with a strong educational and developmental foundation. Research on infant brain development has shown the importance of enriching early learning experiences on academic readiness and achievement. At birth, all of an infant's organs are fully developed except the brain. If properly stimulated, the child's brain builds itself during its first five years. Each time an infant uses one of his/her senses (seeing, tasting, touching, hearing, smelling), a connection is made in the brain. These connections are strengthened with repeated stimulation, and these connections shape the way a child thinks, feels, behaves, and learns. It has been shown that children who receive challenging and appropriate stimulation and guidance perform better on measures of cognitive, social and behavioral skills. Children in low quality educational settings do not receive the brain-stimulating experiences they need for healthy development. Without high quality early

education, children start school behind their peers and remain behind. (Peisner-Feinberg, Burchinal, Clifford, Culkin, Howes, Kagan, & Yazejian, 2001).

In addition to success the College has in enhancing the competence of early childhood educators, Pacific Oaks College addresses the need to promote diversity in the teaching professions. Teachers in America's classrooms do not represent the student population they teach in terms of race ethnicity, and social class. According to the U.S. Department of Education, less than 15 percent of teachers in the United States are African-American or Hispanic, while African Americans and Latinos represent more than 35 percent of the nation's student population. In California, the gap is even wider. In Los Angeles County, more than 71 percent of students are Latino/a ethnicity but less than one-third of teachers are of that ethnic group (U. S. Bureau, 2010).

While it is the belief of the educators at Pacific Oaks College that competent, dedicated teachers can be effective regardless of their background, race or ethnicity, conclusions from an analysis on teacher diversity indicate that students of color tend to perform better – academically, personally and socially – when taught by teachers from their own ethnic groups (Assessment of diversity, 2004). Students tend to benefit from teachers in whom they see themselves, as well as teachers who expand their worldview.

Pacific Oaks College has a distinct pedagogy which has effectively and sensitively met the needs of students traditionally underserved by higher education as a means of diversifying the teaching profession. With an average age of 41, working adults make up the bulk of the student population. Nine out of ten students are women, and two-in-three students (66 percent) are persons of color. Enabling these underserved populations to access higher education provides opportunities for vocational and personal growth that benefit families and communities.

Pacific Oaks College is the previous recipient of a Title V (Developing Hispanic-Serving Institutions Program) grant for enhancing educational opportunities for Hispanic students. Over the course of the 2002-2006 grant periods, Pacific Oaks College made a substantial effort to recruit, retain and graduate Latino/a students. Key developmental goals of the federally funded grant project were to deploy methods to assist minority students to achieve academic and career goals, and to develop new resources and methods to strengthen instructional models and train faculty and staff to address the needs of Latino/a students. Not only did this grant enable Pacific Oaks College to diversify its candidate population to a greater extent, it added to the cultural competence of the teaching profession in the Southern California region.

PACIFIC OAKS COLLEGE PRISM

The School of Education at Pacific Oaks College impacts the transformation of education through both its programs for candidates enrolled in the College and its professional development delivered through the Center for PRISM Principles (see Appendix A). The Center for PRISM Principles at Pacific Oaks College was created to provide a place to gather faculty, consultants, Fellows, and Teacher Assistants geared towards the development of effective teachers and leaders at schools where disadvantaged students are failing to achieve Academic Performance Index (API) proficiency and serve as a place to promote and carry out scholarship related to the work of the School and College. The Center for PRISM Principles is based upon a set of principles based upon the acronym PRISM. The “P” represents “Praxis or the Mastery of Knowledge and Skills;” the “R” represents “Responsible and Respectful Professional Dispositions;” the “I” represents “Individual Uniqueness and Diversity;” the “S” represents “Social Justice;” and the “M” represents “Metamorphosis and Transformation.” PRISM is an appropriate acronym for Pacific Oaks

College because of its historic mission of supporting social justice and equity. It is a suitable acronym for the goals of the School of Education because just as a prism takes light and transforms it into a rainbow of colors, PRISM principles help candidates and teachers to reflect the needs of all people.

Thus, the PRISM Principles guide programs used to prepare candidates for the California early childhood permit; teacher, special education, and educational leadership credentials; and master's degrees in teacher and special education and educational leadership; and its professional development activities. Through the PRISM Principles, the School of Education of Pacific Oaks College meets the expectations of the five teacher effectiveness components of NCCTQ. As a result, teachers who receive their education from Pacific Oaks College or receive its professional development have high expectations of students, work collaboratively with others, connect with their students and families, and reshape curriculum, instruction, and assessment. The overarching goal is to help diverse students connect their culture and ways of knowing with what is needed to be proficient in the knowledge and skills of the school curriculum.

Culture-centeredness is the central focus within the Pacific Oaks College's approach to education. Through the PRISM Principles, the following elements of culture-center education are emphasized: recognition and use of the student's vernacular language; pedagogy that stresses the culture of the student and adult-child interactions as the starting place for one's education (mores that are currently practiced in the community, and which may differ from community to community); pedagogy in which teaching strategies are congruent with the culture of the student as well as contemporary ways of knowing and learning (opportunities to observe, opportunities to practice, and opportunities to demonstrate skills); curriculum that is based on the culture of the student, which recognizes the importance the child's religion or spirituality, and places the education of young children in a contemporary context (e.g., use and understanding of the visual arts, legends, oral histories, and fundamental beliefs of the community); strong community participation (including parents, elders, and other community resources) in educating children and evident in the curriculum, planning, and operation of the school/community activities; knowledge and use of the social and political mores of the community. Moreover, in order to ensure the success of this culture-centered approach at the experimental school all members of the school (principal, teachers, and staff) are encouraged to adhere to the following common attributes: support the culture-center objectives during and at school through instructional and social activities; use data in a regular and timely fashion to improve instruction for all children; provide a broad set of social and emotional supports for children and their families; support and hold accountable all adults in the building to the culture-centered elements.

SCHOOL DISTRICT AND PRISM PRINCIPLES PROFESSIONAL DEVELOPMENT

In spring 2012, we will be implementing the PRISM Principles professional development in a school district with schools that are on Program Improvement. Our focus in this school district will be on preparing effective teachers and improving the success rates of early childhood students and limited English students in each of the three elementary schools in the district that are in on Program Improvement. This situation occurs when a school does not make Adequate Yearly Progress (AYP). The plan of Pacific Oaks College is to conduct research on the work based upon a quasi-experimental research design. This research study proposes to determine whether the treatment, which will be professional development based upon the PRISM Principles, made at the experimental school, leads

to a greater increase in effective teachers as measured by the success of young children and limited English children as compared to the control school similar in demographics, organization, and pedagogical makeup.

The school district for this study resides in a suburban area and serves 8,000 students in preK-12 grades. Student demographics are 41% White; 30% Hispanic; 10% Asian; 8% African American; 2 % Filipino, 9% Other; 6% English Language Learners and 22% participate in the Free and Reduced Price Lunch Program. The three elementary schools on Program Improvement have the following subgroups: Hispanic/Latino, White, Socioeconomically Disadvantaged (SED), and Students with Disabilities. Thus, the children at all three schools are multicultural and multilingual with proportions very similar to Los Angeles County as a whole. Children at each of the schools speak eight different world languages. Seventy-four percent of the students at the targeted schools qualify for a free or reduced price lunch. Twenty-two percent of the students identify English as their second or third language. Test data was examined school wide, by grade levels, and by significant subgroups. As Program Improvement schools, the key focus was on the percent of students who were proficient or advanced in English Language Arts (ELA) and Mathematics. The students at these schools needed to reach 56.8 percent in ELA and 58 percent in Math for the 2009-10 scores. While progress was made at all three schools, the results were lower than state expectations. All students at these schools will need to improve their English Language Arts skills of reading fluency, comprehension, writing, listening and oral language. The goal of the school district is to meet or exceed AYP Safe Harbor targets for 2011/2012 school-wide and in all numerically significant subgroups. Safe Harbor involves showing improvement in the number of students at scale score 350 or better. To show significant growth, a school must show a decrease in the percentage of students below proficient (scale score 349 or lower) by 10 percent over the prior year to qualify for Safe Harbor (Claremont, 2012; Claremont Unified, 2012).

In terms of these three schools, the goals for the school district for the 2010-2011 school year were to maintain a learning climate where respect, self-discipline, self-control, and engagement reign; continue to pay extra attention to building a better two-way bridge of communication, understanding, and involvement between home and school; help all students who enter school learning English as a second language acquire English fluency and literacy in a natural, progressive manner and be academically successful at a high level; help all students to be mathematically powerful; assure that all students will write daily for a purpose and progress as writers; and apply our best assessment and teaching so that all students do learn to read, write, and speak with fluency, preciseness, and understanding.

IMPORTANCE OF THE PRISM PRINCIPLES APPROACH

The Pacific Oaks College's approach to education is important because many school districts have students at risk of not meeting AYP in subgroups, which is leading towards jeopardizing the school district's ability to be in compliance with the NCLB Act (States seek, 2012). We believe that we can help school districts meet their academic goals and in the process move all students at struggling schools to meet the state required AYP through our professional development approach. Recent demographic trends point toward increasing diversity in our nation's public schools. The 2010 U.S. Census revealed that residents of Hispanic heritage accounted for 56% of population growth over the past decade (U. S. Bureau, 2010). The diverse racial, ethnic and socio-economic make-up student population of many school districts across this nation makes reporting this approach and in subsequent research the results of this approach important because lessons learned can be applied to numerous similar schools and districts across the

country. Educators at Pacific Oaks College believe that we can help this school district meet the state required AYP. When transformational change is shown through applying the PRISM Principles to lead to an increase in the success of culturally diverse subgroups at these elementary schools, this process will become a model for other schools that are also experiencing the same disparity between majority European American and culturally diverse subgroup students. Furthermore, many educators feel that student success is solely determined by curricular content. If this approach can reveal that a change process that involves improving teacher effectiveness and working with students and their families to alter the success rate of all students, perhaps more school district officials will be willing to adopt the premise of transformational change through the PRISM Principles as a means to increasing the success rate of all students.

MEASURING SUCCESS

Through observations by the Pacific Oaks College members of the Center for PRISM Principles who work with school districts, we determine whether teachers exhibit the following characteristics of effective teachers before and after the professional development: high expectations for all students; help all students learn; contribute to positive academic, attitudinal, and social outcomes of students; utilize culture-centered, multicultural, and anti-bias curriculum instructional strategies; encourage self-efficacy and cooperative behavior of students; utilize diverse resources to plan and deliver engaging learning opportunities; differentiate instruction; involve family in instruction and assessment; monitor student progress formatively; apply multiple assessments; contribute to making their classroom and school places that value diversity and civic-mindedness; collaborate with other teachers, parents, administrators, members of the community, and other educational professionals. Finally, we utilize required assessments on value-added, test-based, or alternative measures used by the School District to investigate both before and after the time period for the treatments to determine teacher effectiveness through the success of their students.

All children's progress results from investigating before and after the professional development the following: value-added, test-based, or alternative measures; attendance; on-time promotion to the next grade; and evidence of self-efficacy and cooperative behavior. For the children in the early childhood education classes, the Desired Results for Children and Families (2012), which is given within 60 days of enrollment, establishes a baseline and then six months later the measurement is used again. The assessment tool covers 43 different measures for preschool students. For Limited English students, the English language arts (grades two through eleven) portion of the California Standards Test (CST) is used for measurement. The CSTs are considered criterion-referenced tests. The California academic standards are the basis for these tests. Results are reported according to performance levels that show a student's achievement of the standards. Prior to the professional development, the previous year's results for the students are used as pre-test evidence. The results from the test during the year of the treatment are used as the post-test.

PREVIOUS STUDIES

There are two previous studies that help guide and justify the PRISM Principles approach. The first one is a Master of Arts thesis. This study investigated multicultural transformation in a high school district that was subsequently published as an article (Beyer, 2003). The thesis was the result of an eight-year study of two similar schools, which had become integrated according to race and ethnicity during the 1990s. The impetus for this study was the recognition that our society had become more diverse. At the time

of this study, schools were also becoming more diverse and this trend was accelerating. This led to an equity gap between the success of European heritage students and culturally diverse students. The latter had lower grades, greater dropout rates, and less involvement in school. The point of this study was to determine whether the use of multicultural transformation reform lessened the equity gap.

Over a period of eight years, a series of professional development experiences were provided the teachers to increase their effectiveness in working with diverse students. The study provided evidence that the professional development treatment led to a significant increase for the culturally diverse students.

Even though this study was done at two high schools whereas the proposal for this grant intends to work with elementary schools, these two studies mirror each other. In both cases, there is an identified equity gap between European American students and diverse students. Both studies involve an experimental and control school in a quasi-experimental design. More importantly, the treatment used in the 1990s multicultural transformational reform study utilized professional development for teachers that is very similar to the PRISM Principles proposed as treatment for this study (systemic change, teacher training and retraining, cultural-centered instruction, introducing curricular changes, and social justice and equity).

The second study that reflects this grant proposal is the Kamehameha Early Education Program (KEEP) study. From 1971 to 1989, this program implemented culturally responsive instruction and comprehensive discussions and from 1989 to 1995, the program focused on standards-based instruction, student ownership of literacy, readers' and writers' workshops, and using portfolio assessment. The conceptual framework was on social constructivism as applied to school change and teacher professional development, the classroom as a community of learners and a professional learning community, teacher as reflective practitioners, and teacher developed curriculum and assessment. As the result of studies like KEEP, the Center for Research on Education, Diversity & Excellence developed Five Standards for Effective Pedagogy. Standard I: Joint Productive Activity – teachers and students producing together; Standard II: Language Development – developing language and literacy across the curriculum; Standard III: Contextualization – making meaning by connecting school to students' lives; Standard IV: Challenging Activities – teaching complex thinking; and Standard V: Instructional Conversation – teaching through conversation (Tharp, 1999). The most extensive, long-term demonstration of these standards has been KEEP. The program has especially been successful with reading instruction. Studies confirmed improvement in reading achievement and in student industriousness (Antil & Tharp, 1976; Au, Crowell, Jordan, Sloat, Speidel, Klein, & Tharp, 1986; Tharp, 1982).

The professional development planned as part of the application of the PRISM Principles mirror the key components of the Five Standards for Effective Pedagogy and the way in which KEEP implemented them. In addition, the Pacific Oaks College's grant proposal, like KEEP, is research oriented, concerned with collecting data, testing ideas, and evaluating techniques. Moreover, student success would be measured according to student motivation, adjustment, and achievement. Finally, the most important similarity between the Pacific Oaks College education and KEEP is the use of a culture-centered approach: both institutions recognize that the language of the students is an important part of their heritage and should play a role in their education; family and community need to be actively involved in the development of curricula, everyday learning, and leadership; structuring the school and classroom in culturally-appropriate ways; making learning meaningful and relevant through culturally grounded content and assessment; and gathering and maintaining data using various methods to insure student progress in culturally responsible ways.

PRISM PRINCIPLES PROFESSIONAL DEVELOPMENT IMPLEMENTATION

The order of the treatment will be the following: (1) The Individual Uniqueness and Diversity principle (three professional development sessions will take place on (a) preparing teachers to understand societal structures that uphold principles of freedom, tolerance, civility, and fair play and demonstrating how to respect, model, and promote uniqueness of each person; (b) ensuring that diversity is an integral part of all its programs, involving modeling collaborating done through learning communities; (c) utilizing cultural-centered and student centered pedagogical strategies to address student learning and differentiation of instruction); (2) The Social Justice principle (two professional development sessions will take place on (a) modeling and practicing literacy strategies that promote unity and healthy and energized environments; (b) helping connect curriculum with peace and justice issues); (3) Praxis or mastery of knowledge and skills principle (three professional development sessions will take place on (a) mastering constructivism, experiential learning, differentiated instruction; b) cooperatively applying knowledge of the standards of the profession and state standards; (c) conducting evidence-based ongoing evaluations, providing feedback of learning, and utilizing assessment results to improve teaching and learning); (4) The Responsible and Respectful Professional Dispositions principle (two professional development sessions will take place on (a) involving collaboratively reviewing, analyzing, reflecting analyzing, reflecting, and practicing the proper dispositions of the profession; (b) demonstrating appropriate standards of conduct that reflect on the uniqueness of all people in all interactions within and beyond the school community, which includes respecting the cultures to which the families and their children belong); (5) The Metamorphosis and Transformation for Continuous Improvement principle (two professional development sessions will take place on (a) engaging in active reflection in order to make informed change; (b) diagnosing individual and organizational needs in order to lead transformation).

A key to uniting all of the PRISM Principles as professional development is the specific strategies used to help limited English students succeed. These strategies involve written and oral reading responses, discussions, and ongoing written reflections. The reading strategies are based on recommendations of professional literacy organizations, the KEEP reading program, and the research on culturally responsive teaching. The strategy was designed, according to following steps.

The first step is for teachers to guide students to activate what they know that will help them understand what is read to them, make predictions, and set purposes. The second step is to read the book aloud. This is a powerful and beneficial literary tool, involving the practice of having a book read aloud to students usually by a teacher. The classroom teacher will read specific books dealing with issues of differences among people or about culturally diverse peoples to the students. During the reading of the story with the students, the teacher stops at appropriate points to discuss the story, determine whether the students' predictions were confirmed, and so on. Read alouds lead to the creation of conditions that enable full and equal participation by all students, providing opportunities for them to reach their full potential, challenging the dominant cultural view, and working for changes in unjust institutional policies. It takes many forms, occurs in many contexts, involves increasing the knowledge base, developing skills, raising consciousness, and enhancing critical thinking.

The third step of the strategy is guided discussions. This involves the teacher engaging students in discussions about their understandings and reactions to the story. This strategy also requires that the teacher examine his or her issues with power, and reflect on the relationship between the teacher and students, the students' voice in the process, and roles and identities that exist to separate and bind the teacher and students together.

The fourth step of the strategy is to have the students' journal. After they have finished the story, teachers guide students to relate ideas from a text to their own experiences. Teachers facilitate comprehension, model processes, and may coach students as they engage in reading and comprehension activities. Writing their thoughts and reactions to the reading and teacher led discussions will provide a potential connection between critical literacy readings and perspectives; reveal the role critical literature may have on student perspectives of race, gender, class and exceptionality; explore what impact specific readings may have on the perspectives of students towards persons different from themselves or on their own or other cultures. The most important aspect of this strategy is the teacher reviewing the journal writings. The intention of this reading strategy is to accomplish the following: understand and communicate as a means of empowering participants; change society – change power structures; connect meaning to structures of social power and control; create dialogue with participants involved in the process; examine shared patterns of behavior, belief, language; describe and analyze themes of a group within the context of the group; question unexamined assumptions towards transformation.

After each professional development, volunteers from the College will work with teachers both individually and collaboratively by grade level to implement the material of the professional development through working with teachers in their classrooms and using IRIS Cameras to model, correct, and monitor the progress of the teachers during year two and three of the study. The IRIS Cameras are a powerful camera and recording device that sits on a five foot pedestal, allowing both a scan and close-up of activities taking place in the classroom, which is recorded as a means for the teacher and College supervisor to review at a later time. An initial orientation of all teachers, staff, and the principal will begin the PRISM Principles professional development process. At this orientation, an explanation will be given as to what the implementation of the PRISM Principles will entail and the use of IRIS Cameras in each classroom.

CAPACITY FOR INCREASE DISTRIBUTION

In the long run, the expectation is that the Pacific Oaks College PRISM Principles' professional development project will be expanded to other school districts. It is the expectation of the educators at Pacific Oaks College that when this occurs we will have the capacity to not only serve school districts with disadvantaged subgroups in jeopardy of placing the entire school district on program improvement but we will be able to serve large urban school districts. We currently have informal arrangements with a number of school districts as part of our plans for future implementation of the PRISM Principles professional development treatment. Any one of these school districts would provide us with the opportunity in the future to implement our treatment. All of these school districts have the majority of their students from culturally diverse backgrounds and low income socio-economic groups. When we are involved in increasing the use of the PRISM Principles professional development process, it will definitely involve serving middle schools and high schools as well as early childhood education centers and elementary schools.

CONCLUSION

While the PRISM Principles have been a part of the mission and practices of Pacific Oaks College throughout its 65 years of existence, the implementation of these principles in an actual study is new. The success of this first venture will be an important step for this college and for the education community as it will offer a means to improve the success rate at schools by taking into account the intelligence to which students already have in a process

that relies on student self-actualization and efficacy to fuel the energy and desire to succeed in school. Many of us in education do not believe in the means to which NCLB has established to improve the success of students but we are also realist in understanding that high stakes testing will not go away. The PRISM Principles approach provides a way for students to learn valuable lessons about each other in an environment committed to social justice and equity and succeed on the required standards-based tests. We believe the Pacific Oaks College approach offers the best means to produce citizens that meet the concerns of the Pacific Oaks Original Statement of Purpose and meet the demands of NCLB.

APPENDIX A: CENTER FOR PRISM PRINCIPLES

Derivation for Center for PRISM Principles

The School of Education at Pacific Oaks College utilizes its Center for PRISM Principles to help develop, promote, and implement a set of principles based upon the acronym PRISM. The “P” represents “Praxis, the Mastery of Knowledge and Skills;” the “R” represents “Responsible and Respectful Professional Dispositions;” the “I” represents “Individual Uniqueness and Diversity;” the “S” represents “Social Justice;” and the “M” represents “Metamorphosis and Transformation.” PRISM is an appropriate acronym for a School devoted to social justice and equity because just as a prism takes light and transforms it into a rainbow of colors, through the School of Education programs, candidates will reflect the needs of all people.

The principles of PRISM derive from both the mission statements of Pacific Oaks College and the School of Education. The mission of Pacific Oaks College is “grounded in its social justice heritage, Pacific Oaks College and Children’s School prepares students to be culturally intelligent agents of change serving diverse communities in the fields of human development, education, and family studies.” The mission of the School of Education is to “prepare educators who display responsible and respectful dispositional behavior; apply development theories; honor diversity and the uniqueness of all people; communicate in a connective way; collect, process, and evaluate data through research; critically reflect; and lead social justice and transformational change.”

Vision of the Center for PRISM Principles

The vision of the Center for PRISM Principles is to provide a place for candidates, faculty, staff, and administrators to utilize the School, College, and System resources, services, trainings, and community spaces to implement the PRISM Principles and its subsets.

Objectives of the Center for PRISM Principles

The following are the objectives of the Center for PRISM Principles:

Praxis Principle

Praxis: Mastery of knowledge and skills required of professional educators. Knowledge and skills include knowing and applying professional standards and practicing exemplary pedagogy in a collaborative way. The Center for PRISM Principles will help School of Education candidates at Pacific Oaks College:

- A. Master competencies of theoretical models of teaching, learning, counseling, or managing in educational settings.

- B. Cooperatively apply the knowledge of the standards of their profession and/or state standards.
- C. Review, revise, develop, and/or test skills of professional practice through collaborative practices in educational settings.
- C. Analyze and model ethical and legal behaviors and practices.
- D. Conduct evidence-based ongoing evaluations, provide feedback of learning, and utilize assessment results to improve teaching and learning.

Responsible and Respectful Professional Dispositions Principle

Responsible and respectful professional dispositions are promoted and understood as a determination for being fit for the profession. Responsible and respectful professional dispositions involves demonstrating the characteristics that promotes the values, beliefs, and actions required to be an effective educator, which leads to the success of all students. The Center for PRISM Principles will help School of Education candidates at Pacific Oaks College:

- A. Collaboratively practice the proper disposition of the profession.
- B. Model the dispositions that involve honoring the uniqueness of all people.
- C. Demonstrate appropriate standards of conduct that reflect on the uniqueness of all people in all interactions within and beyond the university or P-12 community.
- D. Respect the cultures to which the families and their children belong.
- E. Collaboratively review, analyze, and reflect on dispositional behaviors.

Individual Uniqueness and Diversity

Individual Uniqueness and Diversity are honored within P-12 schools, candidates, other professionals, and the community. Honoring individual uniqueness and diversity of each person involves commitment to and active participation in societal structures that uphold the principles of freedom, tolerance, civility, and fair play, in both public and private life. The Center for PRISM Principles will help School of Education candidates at Pacific Oaks College:

- A. Respect, model, and promote the uniqueness of each person;
- B. Ensure that diversity is an integral part of all its programs with lots of opportunities to model and discuss individual points of view (learning communities).
- C. Continuously reflect and evaluate diversity practice.
- D. Utilize cultural-centered and student-centered pedagogical strategies to address student learning and specific techniques to differentiate instruction to increase ALL student achievement.
- E. Conduct ongoing evaluations and gather feedback from all relevant stakeholders, while also taking into account geographic, cultural, linguistic and professional uniqueness of all people.

Social Justice Principle

Social justice involves promoting socioeconomic equality in the learning environment and instilling these values in candidates. The Center for PRISM Principles will help School of Education candidates at Pacific Oaks College:

- A. Model and practice actions that promote unity and healthy and energized environments, which are better able to respond to the needs of both its members and constituents.
- B. Contribute toward the maintenance, renewal, and improvement of institutions that beneficially support the rights of individuals while protecting the public good.

- C. Help connect curriculum with peace and justice issues as well as mitigate boundaries to the general curriculum.
- D. Perform service, targeting diverse populations and groups in the community through school programs, child advocacy as well as professional associations and community organizations.
- E. Evaluate actions as a measurement of commitment to social justice.

Metamorphosis and Transformation Principle

Metamorphosis and Transformation for continuous improvement in order to meet the needs of all learners. Metamorphosis and transformational learning includes seeing connections between scholarship and practice, between measures of learning and the application of teaching strategies to meet the needs of all learners, and in knowing how to transform organizations and society. The Center for PRISM Principles will help School of Education candidates at Pacific Oaks College:

- A. Engage in active reflection in order to make informed change.
- B. Adapt to diverse and changing environments.
- C. Change personal frame of reference by critically reflecting on assumptions and beliefs and consciously making and implementing plans that bring about new ways of defining their worlds.
- D. Diagnose individual and organizational needs in order to lead them towards reaching their full potential.
- E. Analyze results of reflection and utilize it as a transformational process to improve practice.

Role of the Members Serving the Center for PRISM Principles

The Graduate Fellow and administrators and faculty connected with the Center for PRISM Principles will assist in the creation and maintenance of the Center. Responsibilities will include but not limited to the following:

- Working with TCS partners to identify System models and resources that can be used for the successful implementation of the Center for PRISM Principles.
- Investigating past uses of the PRISM Principles at Pacific Oaks College to provide a foundation for the Center for PRISM Principles.
- Providing resources that can be used for the implementation of the PRISM Principles.
- Creating a space for School of Education Fellows and Teacher Assistants to use as a Center for PRISM Principles.
- Working with the CARE office to identify candidate needs.
- Developing instructional content and strategies for delivering content in order to promote the PRISM Principles.
- Preparing professional development material and presentations based upon the PRISM Principles for educational organizations.
- Seek grant funding to support professional development activities.
- Developing a research process to be used by Center members, which includes aiding in making proposals for conferences and publications, investigating resources, generating data, and editing and reviewing proposals and manuscripts.
- Procuring and/or raising funds to support scholarship generated by the Center for PRISM Principles.

- Providing a means to develop relationships with individuals and organizations that support and promote the PRISM Principles.

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