

**ISU COE Diversity Committee
Equity Education Action Project
Interview Protocol**

The goal of the College of Education (COE) Diversity Committee Equity Education Action Project is two-fold: (a) To identify where, within the COE curriculum, diversity education currently resides, and (b) To develop a teaching and learning resource anthology targeted to prospective and practicing K-12 educators, that presents student activities and projects that promote Knowledge, Understanding, Attitude and Skill relative to social justice, multiculturalism and diversity in education. For the purpose of this project, definitions of Knowledge, Understanding, Attitude and Skill are grounded in the work of Guyton (2000), and are as follows:

Knowledge: "...having a consciousness of the history, culture, and values of major ethnic groups, as well as acquiring and articulating a theory of cultural pluralism" (p. 112).

Understanding: "...includes having cross-cultural interactions and immersion experiences in which to apply cultural theory" (p. 112).

Attitude: "...involves an awareness and reduction of one's own prejudices and misconceptions about race [etc.]" (p. 112).

Skill: "...includes planning and implementation of effective multi-cultural teaching practices" (p. 112).

Guyton, E. (Winter, 2000). Social justice in teacher education, The Educational Forum, 64(2). Kappa Delta Pi

The COE Diversity Committee Graduate Assistant (GA) has been assigned the following project tasks: (a) Survey/Interview ISU/COE faculty re: interactive classroom activities and/or projects they do, either in their own classrooms and/or teacher education classrooms, that address issues of social justice, multiculturalism and diversity; (b) Survey/Interview District 25 K-12 educators re: interactive classroom activities and/or projects they do that address issues of social justice, multiculturalism and diversity; and (c) Compile a teaching and learning student classroom activity/project resource to be used in both teacher preparation and practice. To that end, the procedures and interview protocol described are to be followed in conducting the research aspects of this project:

1. Schedule appointments (either via phone or in person) with COE faculty,
 - a. Introduce yourself & the project,
 - b. Estimate the amount of interview time you will need (15-20 minutes),
 - c. Describe the materials you are trying to locate and collect, and request copies of any diversity units and/or activity materials, handouts, etc., faculty use in the classes they teach. Ask that faculty identify the class(es) their materials correspond to;

2. Send faculty a copy of the Equity Education Action Project information handout at least two days in advance of the scheduled appointment (see attached);
3. Call **and** email one to two days in advance of the scheduled appointment, to remind faculty of the interview appointment, and the materials you are requesting (i.e., copies of diversity units and/or activity materials, handouts, etc.);
4. Arrive to the scheduled appointment EARLY;
5. Conduct the interview:
 - a. Introduce yourself and BRIEFLY reintroduce the project;
 - b. Ask for the copies of diversity units and/or activity materials, handouts, descriptions of activities, etc., faculty use in their classes;
 - c. Review these materials with the faculty member making sure that you understand the following:
 - i. The class the unit/material is included in,
 - ii. The lesson context the unit/material is embedded in,
 - iii. Faculty comments, feedback, etc. regarding their perceptions about the effectiveness of the unit/material in enhancing diversity education;
 - d. Beyond any materials collected, ask the faculty the following questions:
 - i. In what ways, if any, do you feel diversity education is or would be appropriate to include in the classes you teach (review each class the faculty teaches)?
 - ii. In what ways, if any, are you able to include diversity education in your course content? Examples?
 - iii. Of the various diversity education units/materials, etc., you have incorporated into your classes (if any), which are the most effective? Why? Which are the least effective? Why?
 - e. What can the COE do to grow the quantity and quality of diversity education within the curriculum?
 - f. What do you think is the most significant diversity education issue the COE faces?
 - g. Other comments or suggestions regarding diversity education?
 - h. **THANK THE FACULTY FOR THEIR TIME AND CONTRIBUTIONS TO THIS PROJECT.**
6. Within a week of the interview send a written thank you to the faculty member for their time and contributions to the project. Be sure to let them know that if all goes well, the final project product (the anthology) will be available to COE faculty sometime during the Spring/Summer of 2001.

The protocol above should be followed, with appropriate modifications, for the District 25 interviews.