Pathway to Teaching

Recruiting and Developing Diverse Educators in Southern Oregon

Submitted in accordance with HB 3375: Oregon Educator Equity Report

April 14, 2016
Pathway to Teaching:
Recruiting and Developing Diverse Educators in Southern Oregon

Consistent with the goals of 40-40-20 and the Oregon Equity Lens, HB 3375 requires each public teacher education program in the state to prepare a plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of diverse educators. The bill further requires the governing board of each public university to review these plans for adequacy and feasibility before final submission to the Higher Education Coordinating Commission.

Statewide Context: Valuing Teacher Diversity
Improving the diversity of our teaching workforce is a critical priority for closing the achievement gap and advancing towards 40-40-20. HB 3375 defines “diverse” as people with culturally or linguistically diverse characteristics including:

(a) Origins in any of the black racial groups of Africa but not Hispanic;
(b) Hispanic culture or origin, regardless of race;
(c) Origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands;
(d) Origins in any of the original peoples of North America, including American Indians or Alaskan Natives; or
(e) A first language that is not English.

Increasing the number of culturally and linguistically diverse teachers in Oregon contributes to the goal of enhancing educational equity and success for all students. As explained in the 2015 Oregon Educator Equity Report, research on teaching and learning demonstrates that having teachers they can relate to helps students become more engaged and thereby increases their effort, interest and confidence. For Oregon’s increasingly diverse student population, having high achieving teachers with cultural backgrounds similar to their own provides access to real life, relatable role models of academic achievement and career success that can inspire and support their own success in and outside of the classroom.

Oregon has made some progress towards the goal of increasing teacher diversity over the last twenty years, more than doubling the percentage of non-white teachers from 3.9% to 8.5%. That progress, however, has failed to keep pace with the growing diversity among Oregon’s k-12 student population such that the gap between the percentage of non-white students and teachers statewide (known as the Teacher Diversity Index) has ballooned from 12.4 to 27.9%. As a result, Oregon’s schools and teacher preparation programs face a significant challenge in their efforts to improve outcomes for Oregonian students by recruiting, developing and supporting a more diverse teacher workforce.

Institutional Context: Building a Diverse Student Body at Southern Oregon University
Teacher preparation programs at both the graduate and undergraduate level are highly dependent upon the student population of the university in which they are located. At Southern Oregon University (SOU), 69% of our teacher education candidates in 2014-15 were drawn from the
undergraduate student population at SOU. Thus, efforts to enhance the diversity of the teacher education candidates stand to benefit from initial steps aimed at developing a more diverse student population university-wide. The Pathway to Teaching builds upon a strong foundation of successful minority outreach efforts already underway at Southern Oregon University:

The university invests in attracting and retaining a diverse student body through Diversity Scholarships which provide tuition remissions of up to $5000/year for new and continuing students who demonstrate academic excellence and contribute to the university through community involvement, cultural sharing, leadership roles and extracurricular activities. The newly instituted Bridge Program employs a wrap-around approach to supporting Oregonian first generation college-going students as they transition into into higher education through providing early summer entry, campus jobs, and pro-active advising and academic supports. The Office of Diversity and Inclusion, meanwhile, works to ensure a supportive and inclusive campus climate for all students by fostering a culture of respect and a rich diversity of ethnicity, race, gender and gender identity, size, nationality, age, language, religious affiliation, sexual orientation, socioeconomic background, disability, and political affiliation. Safeguarding this culture of respect, a Bias Response Team provides proactive education and responsive action to bias-related incidents, while programs such as SOU Connections help connect underrepresented students to each other and to the array of resources available across campus aimed at promoting student success and inclusion.

Pre-College Youth Programs offer an array of opportunities designed to open the door to college for children and families from underrepresented populations:

- Academia Latina is a week-long residential summer program which immerses Latino 7th, 8th and 9th graders in the university setting through classes, field trips, cultural experiences and recreational activities;
- Latino Family Days help students and their families experience the university setting and learn about college admissions through campus tours, sessions on college applications, financial aid/scholarships, and student and faculty panels;
- Cesar Chavez Leadership Conference invites regional Latino high school students to address contemporary issues and educational opportunities beyond high school through workshops on leadership and community engagement;
- Pirates to Raiders is a partnership program between students, families, school districts and Southern Oregon University to support students from 8th grade through high school completion and admission to SOU;
- Konoway Nika Tillicum is a year-long academic and cultural support program for Native American students in grades 6-12 culminating in an 8-day residential academy on the college campus.

The SOU School of Education also provides targeted efforts aimed at building the pipeline of underrepresented students aspiring and academically prepared to succeed in college. Education students spend approximately 200,000 hours each year in K-12 school settings and much of this time is now being directed to programs such as AVID and ASPIRE which provide academic support and mentoring for potential first generation college goers. We have dedicated two .5 FTE positions to Minority Outreach Coordinator and Navigator roles to support the expansion of Pirates and Bulldogs to Raiders programs which provide after school tutoring, family outreach,
and college preparation and planning workshops for over 120 Latino middle and high school students in the Phoenix-Talent and Medford school districts. And, to help ensure all teachers we graduate are well equipped to support the academic achievement of linguistically diverse students, each of our teacher licensure programs was revised between 2014 and 2016 to integrate competencies in culturally responsive pedagogy and teaching English Language Learners within the general education classroom.

**Extending the Bridge: Creating a Pathway to Teaching**

Now, in a unique collaboration with two local school districts and the Southern Oregon Educational Services District (SOESD), the SOU School of Education seeks to build upon these efforts to create a sustainable, high impact model for cultivating a diverse educator workforce from within our local community. The specific goals, strategies, deadlines and success metrics for this Pathway to Teaching are presented below:

**Goals**

1) Increase the number of teachers from culturally and linguistically diverse backgrounds within schools throughout Southern Oregon;

2) Increase university enrollment by expanding the pipeline of culturally and linguistically diverse students from within the Rogue Valley who are actively encouraged and academically prepared to enter and succeed in higher education.

**Core Strategies**

1) Starting early:
   - Efforts to recruit diverse teachers which begin in or after college have historically proven ineffective and the percentage of culturally and linguistically diverse teachers nationwide continues to lag significantly behind that of students;
   - The Pathway to Teaching links with existing minority outreach efforts which begin in the 8th grade and employ a whole family approach. It supports academic achievement and post-secondary aspirations at each step from 8th grade through graduate school.

2) Articulated career pathway including dual credit:
   - Students can earn 15 credits of college coursework while still in high school;
   - No tuition will be charged for college credits earned through the Pre-Education Pathway.

3) Bridging systems to support post-secondary and career aspirations:
   - Bridging middle & high school through Pirates/Bulldogs to Raiders program;
   - Bridging high school & college through Pirates/Bulldogs to Raiders program and dual credit Pre-Education pathway;
   - Bridging college & career through concurrent enrollment in the Master of Arts in Teaching (MAT) or undergraduate Elementary Education (EE) licensure track program and the Teacher Equity Fellows program.

4) Incentivizing participation for culturally and linguistically diverse students:
Free MAT/EE licensure program for students who complete the Pre-Education Pathway and earn their undergraduate degree from SOU;
Intent to Employ offer for students who complete the Pre-Education Pathway;
Paid fellowships for students completing their MAT or EE licensure program.

5) Leveraging community partnerships around common priorities and shared commitments:
Southern Oregon University agrees to earmark “targeted student sub-population” state funding generated by students participating in the Pathway to support tuition remissions during their MAT or EE licensure track program;
Medford and Phoenix-Talent school districts agree to award fund paid fellowships for students from their district participating in the Pathway during their MAT or EE licensure track program;
Southern Oregon Educational Services District (SOESD) Migrant Education agrees to fund instructor Professional Learning Communities (PLCs) to develop and articulate courses in the Pre-Education Pathway.
Pathway Elements

Supports and Incentives as students transition from:

Middle School  →  High School  →  College  →  Career

**Middle School and High School:** targeted support programs provide:

- After school mentoring
- Post-secondary planning and application support
- Family outreach and community events

*Pirates and Bulldogs to Raiders program currently serve Latino students within Phoenix-Talent and Medford school districts. Future expansion possible to Eagle Point school district and Native American students participating in the Konaway program.*

**High School:** Pre-Education pathway provides ALL students the opportunity to earn 15 credits of college level coursework while still in high school.

- ED 251 Introduction to Teaching, 3 credits
- ED 202 Culture in the Classroom, 3 credits
- ED 252 Social Foundations of Education, 3 credits
- ED 201 Risk and Resilience, 3 credits
- ED 209 Practicum, 3 credits
- Additional transition support programming includes:
  - Visits to the Southern Oregon University campus
  - Assistance applying for college admission and financial aid
  - Family outreach and student leadership conferences

*TARGETED INCENTIVES: free tuition for college credits earned through the Pre-Education Pathway. Students who complete the Pirates or Bulldogs to Raiders program and complete the Pre-Education Pathway with a GPA of 3.0 or above will be offered an intent to employ letter guaranteeing a teaching position after graduating from college and qualifying for an Oregon Teaching License.*

**College:** Earn your college degree from SOU and qualify for an Oregon Teaching License.

*TARGETED INCENTIVES: students who complete the Pirates or Bulldogs to Raiders program and the Pre-Education Pathway, earn their bachelor’s degree at SOU, and meet all program entrance requirements will be offered free tuition in the MAT or Elementary Education Licensure Track program and a paid fellowship through the Teacher Equity Fellows Program.*

**Career:** Teach in local schools!
Pre-Education Pathway

High School Offerings (not for dual credit)

Learners and Learning (co-developed with reference to ED 462 Human Development, Cognition and Learning and ED 470 The Exceptional Child)

Human Development (co-developed with reference to ED 340 Child and Adolescent Development and ED 460 Whole Child Development)

Dual Credit Offerings (15 credits)

ED 201 Risk and Resilience, 3 credits (develop with reference to ED 481 From At-Risk to Resiliency and ED 426 Bullies and Victims)

ED 202 Culture in the Classroom, 3 credits (develop in reference to ED 346 Child, Family and Community and ED 460 Multicultural Education)

ED 251 Introduction to Teaching, 3 credits

ED 252 Social Foundations in Education, 3 credits

ED 209 Practicum, 3 credits (may be satisfied through paid internships with the Medford after-school program)

Course development and articulation supported through funding provided by SOESD and Migrant Education Office
Budget Framework

Costs

- SOU: Pirates/Bulldogs to Raiders programming = $273/student¹
- SOU: Tuition waivers for dual credit courses = $615/student²
- SOU: Opportunity cost of foregone tuition and fees = $10,636³
- SOU: Marginal cost to educate = $8,333/student⁴
- Districts: Teacher Equity Fellowships= $9,360/student⁵
- SOESD: Instructor PLCs for course development and articulation = $6,750⁶

Revenue

- State support based upon dual credit incentives = $750/student⁷
- Additional UG state support incentives for targeted sub-populations = $4,578/student⁸
- Additional UG state support incentives for bi-lingual education = $2,081/student⁹
- State support for GRAD enrollment and degree completion = $4,994/student¹⁰
- Potential external funding:
  - Potential ODE contribution: Diverse Educator Pipeline Grant or its successor
  - Joint applications to Juan Young Trust, College Dreams, Ellwood Foundation, Oregon Campus Compact

SOU Fiscal Impact

- Cost: $10,857 per student (includes full cost of Pirates & Bulldogs to Raiders)
- Revenue: $10,322 per student (excludes bi-lingual education incentives and all tuition and state support for any pipeline students who don’t choose to become teachers)
- Net Cost: $535 per student prior to external fundraising

Cost-sharing guarantees to be included within a Document of Commitment

- SOU agrees to accept co-pay vouchers and earmark incentivized state support through the Student Success and Completion Model (SSCM) to fund tuition remissions for up to ten qualifying students in the MAT or senior year Elementary Education licensure track
- Districts agree to provide paid fellowships and allocate co-pay vouchers to support eligible candidates completing the MAT/EE programs
- ESD Migrant Education office agrees to support instructor PLC engaged in course development and articulation

¹ Based on 2014-15 programing costs
² Based upon $41/credit for 15 credits of ASC completed through the Pre-Education Pathway
³ Based upon ten year average of .4 qualifying student per year (i.e. culturally/linguistically diverse graduates from Medford or Phoenix high school who complete the MAT program after earning their BA/BS from SOU)
⁴ Based upon 3 ELU at average professorial rate for MAT 527, 528, 540, 541, 542, 543 and equivalent UG licensure track courses: ED 411, 416, 417, 418, 435, 458
⁵ Based upon .5 FTE Instructional Assistant average rate of $13/hr.
⁶ Based upon 30 hours at ESD curriculum rate ($45/hour) for five member PLC to develop/articulate six courses
⁷ Based upon $50/credit for 15 credits of ASC completed through the Pre-Education Pathway
⁸ Based upon 1.1 “Targeted Student Populations” weighting under the SSCM
⁹ Based upon 1.5 “Area of Study” weighting under the SSCM
¹⁰ Based on 1.0 “Degree Level” and “Graduate Certificate” weighting under the SSCM
Implementation Plan and Timeline

Fall 2015
- Expand Pirates to Raiders model to Medford School District (Bulldogs to Raiders)
- Present draft Diverse Educator Recruitment and Development Plan to the Phoenix-Talent and Medford school districts and the SOESD

Winter 2016
- Establish instructor PLCs to develop Learners and Learning course and articulate ED 251 Introduction to Teaching
- Revise Co-Pay Voucher agreements to address Diverse Educator Recruitment Plan
- Each party conducts institutional review of budget framework
- Present the Diverse Educator Recruitment and Development Plan for SOU Institutional Board approval

Spring 2016
- Develop and sign Documents of Commitment with Southern Oregon University, Phoenix-Talent School District, and Medford School District
- Present Diverse Educator Recruitment and Development Plan for HECC approval
- Develop Memorandum of Understandings regarding multiple entry points for high school and college students already in the Pathway pipeline

Fall 2016
- Announce Pathway to Teaching at Pirates and Bulldogs to Raiders kickoff nights
- Establish PLCs to develop and articulate ED 201 Risk and Resilience, ED 202 Culture in the Classroom, and ED 252 Social Foundations

Winter 2017
- Create articulation agreements with existing Rogue Community College (RCC) Early Childhood and Elementary Education dual credit courses

Spring 2017
- Co-sponsor diverse educator hiring fair with SOESD Migrant Education Office

Summer 2017
- Begin targeted incentives for students in the MAT and Elementary Education licensure track programs

Fall 2017
- Begin offering dual-credit Pre-Education Pathway courses
Program Success Metrics

Pathway to Teaching

- Annual target of ten local CLD teachers graduating from the MAT and Elementary Education licensure track programs
- Budget neutrality

Pirates and Bulldogs to Raiders

- Establish infrastructure for identifying and tracking student success metrics across secondary and post-secondary institutions
- Track and positively impact academic achievement metrics including high school gpa, high school graduation rates, dual-credits earned, college admission rates and college completion rates
- Track and positively impact non-cognitive metrics including growth mindset, post-secondary aspirations and self-efficacy
Date: April 29, 2016

To: Dr. John King
SOU Division Director, Education

From: Sabrina Prud’homme
University Board Secretary

Re: HB 3375 (2015) and Preparation of Diverse Educators

In the regularly scheduled February and April meetings of Academic and Student Affairs Committee of SOU’s board, the committee reviewed, “Pathway to Teaching: Southern Oregon University Diverse Educator Recruitment and Development Plan.” In the April 14, 2016 meeting, the committee voted unanimously to recommend the plan to the SOU Board of Trustees for approval.

In the April 15, 2016 meeting of the full Board of Trustees of Southern Oregon University, the board discussed the plan and Trustee Teresa Sayre moved that the board approve the plan for SOU’s “Pathway to Teaching: Southern Oregon University Diverse Educator Recruitment and Development Plan.” The motion was seconded by Trustee Lyn Hennion and was approved unanimously.

Attached as an exhibit, you will find the full text of the motion the SOU Board of Trustees approved regarding this agenda item.

If there is anything further I or the board can do to assist you, please let me know.

Thank you, and good luck!

SJP

Encl.: Exhibit A
“EXHIBIT A”

SOU Board of Trustees
Friday, April 15, 2015

Motion for Agenda Item:
HB 3375 (2015) and Preparation of Diverse Educators

As outlined in ORS 342.447, the Higher Education Coordinating Commission (HECC) shall require each public teacher education program in this state to prepare a plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of diverse educators [. . .]. The commission shall review the plans for adequacy and feasibility, with the governing board of each public university with a teacher education program and, after necessary revisions are made, shall adopt the plan.

Toward fulfillment of this requirement, and on the recommendation of the Academic and Student Affairs Committee, I move that the full board approve submission to the HECC, SOU’s “Pathway to Teaching: Southern Oregon University Diverse Educator Recruitment and Development Plan.”

The board has reviewed this plan for “adequacy and feasibility” in support of accomplishing the goal stated in HB 3375 (2015) and ORS 342.437.

The board authorizes the board chair to create or cause to be created, any communications on behalf of the board, necessary to accompany SOU’s submission of this plan to HECC.