



Educator Equity Act (HB 3375) Proposal

Oregon's recently-revised Educator Equity Act (ORS 342.433 to 342.449) declares that "the goal of the state is that the percentage of diverse educators employed by a school district or an education service district should reflect the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district" (ORS 342.437 as amended by HB 3375, Section 3, 2015). The teacher education programs in our state are a critical link in achieving this goal.

Pursuant to ORS 342.447, Oregon's six public education schools and colleges are required on a biennial basis to prepare written plans that detail the recruitment, selection, retention, and graduation of diverse educators (HB 3375, Section 6, 2015). The six institutions providing plans are: Eastern Oregon University, Oregon State University, Portland State University, Southern Oregon University, University of Oregon, and Western Oregon University. The HECC 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 plans."

In addition, ORS 342.437 requires the HECC to provide guidance to universities on the process for institutional and HECC review, revision, and approval of the plans. To that end, we request that during the 2015-2016 academic year you arrange for your institutional governing Board to conduct a review of the draft plan for "adequacy and feasibility." Following that initial review by your board, the plan should be submitted to the HECC for review and approval or requests for revision.

Pursuant, Eastern Oregon University's College of Business and Education has outlined the programs and methods we plan to implement to meet the expectations of this new requirement.

The Colleges intend to continue and expand three highly effective programs that will meet the goals of ORS 342.437. These programs are the Oregon Teacher Pathway, the Center for Culturally Responsive Practices, and the English Speakers of Other Languages (ESOL) curriculum.

#1 The Oregon Teacher Pathway (OTP)

Pre-college Recruitment of Potential Candidates and Selection Criteria

The Oregon Teacher Pathway (OTP) is a pathway program that is designed to 1) recruit, educate, and graduate students of color who are interested in becoming teachers; and 2) recruit, educate, and graduate students interested in learning how to become culturally responsive teachers. One of the goals of the program is to respond to the needs of our schools by training culturally responsive teachers who are capable of working with students and families from various diverse backgrounds. For OTP this training begins at the pre-educator preparation level with high school students. The program is based on research that shows that students of color who are exposed to teachers of color, display higher levels of academic achievement, and on the research that shows that effective teachers are those who are trained in culturally responsive practices.

The OTP program begins by offering high schools students in their junior and senior year a chance to take dual-credit courses in introduction to education and culturally responsive practice. In this experience students also are involved in a 1-hour per week field experience tutoring with elementary school students. The year long course is worth 4 college credits per year. Student also have the opportunity to 1) work with college professor and mentors, 2) interact with leading scholars in the field of culturally responsive practice, 3) conduct research on topics related to culturally responsive practice, and 4) experience a visit to the EOU campus and attend a college course. Students who participate in the OTP program will qualify for a tuition discounted to \$45 per credit which is one-third of the regular tuition cost.

Currently, EOU has a working relationship with four schools in eastern Oregon where the OTP program has been implemented. These are McLaughlin High School, Pendleton High School, Umatilla High School, and Vale High School. We are in discussion with Elgin High School, Hermiston High School, La Grande High School, Parkrose High School, and the Morrow School District to implement this program in schools in 2016-17. The goal is to expand the number of schools at a rate of two per year over the next five years.

OTP principles that are taught in the program include:

1. Identity and Achievement: Culturally responsive teachers transform education from traditional to responsive. Accordingly, educational transformation occurs through respecting and adopting multiple cultures and experiences, recognizing strengths and accomplishments, and making academic success mandatory and an accessible goal for all students. Developing critical social consciousness and confronting traditional education liberates students from “having” to learn and transforms them into “wanting” to learn and succeed.

- **Identity Development:** Students will have the opportunity to begin developing their teacher identity through the exploration of multiple perspectives that individuals carry with them. They will further explore the influences on teacher

identity development through the lens of their own cultural backgrounds, beliefs, and experiences.

- **Cultural Heritage and Diversity:** Students will have the opportunity to investigate and discuss how they can validate home and community cultures within their future classrooms by exploring the cultural heritage and diversity of themselves and others. They will develop a critical lens that enables them to confront traditional educational approaches and become an agent of change within the educational system.

2. Equity and Excellence Culturally responsive teachers respond to student needs, support and facilitate learning opportunities, provide individual attention and encouragement, engage in cooperative learning, use approaches that are fluid and equitable, foster and celebrate success, enable and empower learning, and cultivate cultural sustainability and life-long learning.

- **Teacher Dispositions:** Students will examine their own attitudes, beliefs, and demeanor as they pertain to teaching. This will include self-reflection, awareness and analysis of teacher dispositions and discussion of multiple perspectives.
- **Inclusiveness:** Students will familiarize themselves with inclusive environments that affirm student backgrounds through the integration of multicultural curricular content. They will understand how to provide equity to all students while setting high expectations for the academic success of all students.

3. Developmental Appropriateness

Culturally responsive teachers engage in multiple teaching and learning styles, integrate multifaceted communication styles, include a multitude of subjects and pathways to access content, facilitate preferred learning settings, organize varied learning spaces that reflect student preferences, integrate multiple sensory modalities, foster interpersonal relationships, and ensure that students are rewarded and recognized for their work. Culturally responsive teachers are mindful of the language and communication styles of their students. They consider the forms and functions, context, and knowledge that the students and themselves are trying to prevail and manage their discourse styles to reflect the needs of everyone.

- **Learning Styles:** Students will begin to develop differentiated instructional practices that will be employed within their practica and simulated classroom experiences through the exploration of their own learning styles and those of others.
- **Teaching Styles:** Students will explore a multitude of teaching styles as they relate to cultural groups. They will investigate strategies to employ teaching that

integrates cultural variations. Further, they will demonstrate an understanding of the psychological needs of students in regards to their culture which include motivation, morale, engagement, and collaboration.

4. Teaching the Whole Child

Culturally responsive teachers extend learning beyond the confines of a mandated textbook and integrate and explore sources that more accurately reflect the students in their classrooms. They are teachers who scaffold and connect meaningful learning between the student's home and school and integrate sociocultural relationships. Teachers in culturally responsive classrooms validate student cultures and approach teaching and learning through a cultural lens. Culturally responsive teachers are active members of the community, participating in community functions, service and education. In this sense, learning in culturally responsive classrooms is not confined to a state standards and curriculum, but includes the development of active and engaged citizenship.

- **Skill Development in Cultural Contexts:** Students will understand the various dimensions of learners in order to teach the whole child. They will explore how to develop skills and knowledge in multiple cultural contexts, and write supportive learning outcomes.
- **Bridging the Home, School, and Community:** Students will learn how to bridge the home, school, and community through creating communities of learners. They will explore potential cultural barriers and understand the importance of teaching beyond the classroom.

5. Student Teacher Relationships

Culturally responsive teachers are not only concerned with the well-being of the child in the school, but one that helps students to work and achieve success in the outside world as well. Students who are empowered to learn are excited about learning, encourage one another, can solve real life problems, and acquire expressive academic and social skills. In essence, a caring teacher is a responsive teacher who attends to the whole learner and responds to their needs both culturally and academically through clear communication of knowledge.

- **Caring Teachers:** Students will learn the importance of building strong relationships within the classroom and understand the value of empowering student leaders. They will understand how to establish caring relationships with their students and communities and how to facilitate a classroom that facilitates student interaction and commitment to life-long learning.

- **Empowering Students:** Students will learn mechanisms to empower student learning and achievement through the exploration of multiple perspectives and research.

The plan is that this will result in 10 students who participated in the OTP entering EOU each year preparing for careers as educators. A specific focus is to recruit students of diverse cultural and linguistic backgrounds but the plan is not limited to only these students.

Financial Supports - Cost to EOU post-grant:

Virtual Scholar Conversations with HS students	\$5,000 (Honorarium)
Site Visits (EOU Faculty to sites)	\$3,000
Campus Visits (high school students come to EOU)	\$1,500
Professional Development Trainings – Summer Training for teachers(1.250 per participant X 8)	\$10,000
Faculty Led Summer Training	\$3,500
Promotional materials	\$3,000
School Startup Cost (iPAD and Stand + curriculum	\$4,000 (\$1,000 per school)
Total	\$30,000

Admission Yields

This would be an ongoing need within the College. We view OTP as our primary approach to recruiting high school students into the education program at EOU. Beginning Fall 2015 we have 4 OTP students on campus. Beginning in 2016 we will have another 12 students from the OTP pipeline who are coming to EOU. Our goal is to add 10 new freshman students each year (CAP of 40 per year).

As mentioned earlier in this document, an integral part of OTP is the tuition remission that was instituted as a part of the original grant. We are seeking to also get approval and commitment from EOU that we will continue the \$45 tuition rate for OTP completers who come to EOU and declare education as their major. If \$45 is not possible then we'd like to establish a reduced rate for the group entering beginning in 2018 (the rate is a commitment for Fall of 2016 and Fall of 2017 per the grant requirements).

Retention Efforts:

Current Tuition Remission for OTP Students:

2015-16, 2016-17, and 2017-18 = \$45 per credit (this requires a \$95 fee remission) + they pay fees = \$478. A student taking 15 credits each term for 45 credits annually would pay \$2503 tuition and fees.

Assuming 10 students (assuming 15 credits per term each) would need an annual fee remission of \$42,750 (they would pay a total of \$20,250). If this grew annually by 10 students, then ultimately the annual tuition remission would be \$171,000 (40 students each year).

#2 Center for Culturally Responsive Practices – Networking Opportunities

The Center for Culturally Responsive Practices is the centerpiece of the College of Education in its efforts to establish a rich culturally aware faculty and teaching force throughout eastern Oregon.

The demand for teachers with cultural competency is ever increasing. Many communities in eastern Oregon are experiencing an increase in culturally and linguistically diverse population; however, there is not a correlating increase in culturally and linguistically diverse teachers. By making culturally responsive pedagogy available to teachers, schools can better create classrooms in which student language, culture, and backgrounds will be responded to and infused within every aspect of education and curriculum.

The Center for Culturally Responsive Practices is grounded in the belief that everyone has the ability to learn and achieve an education and has the right to be provided optimal learning environments that are responsive to their cultural and linguistic needs. By providing teachers with a framework for creating a culturally responsive atmosphere, we can create a strong continuity between home and school and increase student success in the classroom.

The Center for Culturally Responsive Practices is the umbrella under which EOU Oregon Teacher Pathway lies. The concept of culturally responsive teaching is a theme within the entire college. Through the efforts of both the CCRP and OTP we will develop a pipeline of ethnically diverse and culturally sensitive recruits for our Teacher Educator programs at EOU.

The CCRP was initiated in 2014 through a grant from the Oregon Department of Education. That grant has expired, but the need to continue this highly effective practice is essential for EOU's Colleges of Business and Education to meet the new requirements.

The goal of the CCRP is to be a resource and research center for school district faculty and administrators, university faculty and administrators, and pre-service teachers to explore and integrate culturally responsive pedagogy and practices in PK-20 educational settings. The center provides:

- Access to current research in culturally responsive pedagogy and practices.
- Resources that identify how culturally responsive practices can be used to promote equity and engaged learning across the curriculum.
- Access to tools on how culturally responsive practices can be used to reach educational learning outcomes and standards.

- Engagement in a collegial, safe environment to explore and discuss the difficulties and perceptions of learning and development of culturally responsive teaching.
- Opportunities to collect data, perform research, and promote the scholarship of culturally responsive practices.
- A support for continuing assessment, research and implementation of strategies to improve teaching and learning based research.
- Participation in forums to share research and teaching strategies with colleagues and in the surrounding community.

The CCRP is a vehicle the College uses to reach out beyond the university to our PK-12 school partners to endow the principles of being a culturally responsive teacher throughout our educational system.

The promotion of the ideals of the Center is a critical piece of the Oregon Teacher Pathway. The ongoing need to provide professional development in culturally responsive practices is necessary for the permanence of culturally responsive practices in the region.

Goal:

Last year we served 90 P-20 teachers (50 K-12 teachers and administrators and 40 EOU faculty and staff over three different events. In one additional event (Dr. Milner) we had 17 EOU faculty and staff at the development session, and 40 community members at the keynote address. Sixteen K-12 teachers attended the Saturday workshop. Additionally we served 107 EOU pre-service educators plus 48 students in the OTP program. **Our goal is to increase participation by 20% for 2016-17.**

CCRP Budget:

Scholars/Events \$20,000.00

2 Campus Visits per year (\$5,000 each plus travel)
 Keynote, Faculty PD (for COBE and CAS faculty), K-12 Workshop
 (includes scholar, materials, supplies, travel, and meals)

Professional Development Meetings – EOU faculty sharing OTP and CCRP
 \$2,000.00

Technology Subscriptions \$500
 Livestream (\$30 per hour per session)

Materials and Promotion \$1,500

TOTAL

\$24,000

#3 English for Speakers of Other Languages Program (Target this position for faculty diversity)

Eastern Oregon University is an Affirmative Action/Equal Opportunity employer and educator, committed to building a diverse and inclusive community and learning environment.

This commitment is best evidenced with a diverse population of students, faculty, staff, and alumni. To that end, the University welcomes nominations of and applications from women and members of historically underrepresented minority groups, as well as others who would bring additional dimensions to the University's culture, teaching and outreach missions.

Encouraging diversity, however, is about much more than the social justice imperative of ensuring equal opportunity, of leveling the playing field. It's about embracing the richness and possibilities of diverse thought arising from differences of culture and circumstance. It's about seeing diversity as a strength, as a competitive advantage, and a moral imperative. It's about shaping the culture and the workforce of the University to be more reflective of the diverse world our students encounter. In the end, it's about excellence.

A target area for increasing the diversity in our educator preparation program is through bolstering our ESOL program. This course of study (equal to a year of preparation) is designed for those seeking an endorsement in English for Speakers of Other Languages (ESOL) at a graduate or undergraduate level. This program option will be an attractive destination for prospective teacher candidates in the EOU programs.

For those students interested in teaching outside the public school setting, for example community programs or language programs offered outside of the United States, the ESOL Certificate Program is also offered at both the graduate and undergraduate levels. Candidates may be awarded this certificate by completing the course of study, which is equal to one year of preparation, and 90 clock hours of practicum.

Teacher education at EOU will emphasize the need for ALL teachers in our undergraduate elementary education programs to achieve an endorsement in ESOL as a means of placing language aware teachers into the public schools to work with diverse language populations who can then be recruited through OTP and CCRP activities to enter the various education programs at EOU.

The ESOL faculty have been leaders in exploring diversification of methods of effective instruction online, onsite, and on campus.

The undergraduate program requires the completion of 24 credits.

ED 130 Cultural Differences in American Education (2)
ENGL 316 Approaches to Grammar (4)
ED 361 Foundations of Second Language Education (3)
ED 421 Second Language Acquisition & ESOL Strategies (3)
ED 421L ESOL Practicum I (concurrent with ED 421) (1)
ED 437 Emergent Literacy (2)
ED 446 Sociolinguistics for Teachers (3)
ED 462 Language and Cognition in Second Language Learners (3)
ED 479 ESOL Practicum II (3)

The graduate program requires the completion of 16 credits.

ED 548 Second Language Acquisition and ESOL Strategies (3)
READ 514 Linguistics for Teachers (3) or ED 556 Applied Linguistics (3)
ED 545 Foundations of Second Language Education (3)
ED 544 Language and Cognition in Second Language Learners (3)
ED 547 ESOL Practicum (4)

As the number of diverse teacher candidates increases, the College will seek an additional faculty member in the ESOL program. Approximate Cost = \$105,000 (salary + OPE included)

#4 As these programs grow (OTP, CCRP), it will require consideration of release time for faculty overseeing this program, or assignment as a part of program administration. That cost will vary depending upon rank of assigned faculty or administrator. Approximately \$40,000 (salary + OPE).

#5 Summary of Program Goals and Assessments

- a. Our goal is to add 10 new freshman students each year (CAP of 40 Oregon Teacher Pathway (OTP) students per year), with at least half being students from underserved and underrepresented regional populations. This will be assessed by admissions intake information each fall.
 - a. Allocate resources to sustain fee remission program, and the training components of the Oregon Teacher Pathway (OTP).
- b. Our goal in the Center for Culturally Responsive Practice (CCRP) is to continue providing the professional development and visiting scholar events to region educators. This will be assessed through measuring continuing and new regional educator participation. The goal is a 20% increase for 2016-17.
 - a. Allocate resources to sustain the program components.

- c. Through continuing development of the ESOL and bilingual programs at EOU, new faculty needs will be realized.
 - a. Budget allocation for faculty release time immediately and for a new position in 2017-18.

WEEKS-EARP Erin

Subject: FW: Note re: Board approval of plans

From: Danny Mielke [mailto:dmielke@eou.edu]
Sent: Thursday, June 02, 2016 3:03 PM
To: WEEKS-EARP Erin <erin.weeks-earp@HECC.OREGON.GOV>
Subject: Re: Note re: Board approval of plans

The Academic and Student Affairs Committee of the board approved the proposal on February 18, 2016 (see minutes below) and recommended to the board.

HB-3375 Educator Equity Act

Dan Mielke provided an overview of the HB-3375 which included a plan to recruit teachers of more diversity to the Education program. The proposal will be presented to the Board during the April meeting. The proposal consists of three items. First to continue the Oregon Teacher Pathway OTP program. Second to continue supporting the Center for Culturally Responsive Practices. Finally, additional FTE for the ESOL program.

Action:Pratton moved to approve and Hinton seconded the motion. By unanimous approval, the proposal was accepted and will be presented at the April Board meeting.

The EOU Board of Trustees approved the proposal on April 21, 2016 as part of their consent agenda.

From the minutes of April 21:

Consent Items: The consent items include the minutes from January 21st, the Teacher Education Equity Proposal, and the Quarter 3 Management Report.

Trustee Conner made a motion to approve the consent items with a second from Trustee Kerfoot. The motion carried unanimously.

HB 3375 Educator Equity Plan

BACKGROUND

Oregon's Educators Equity Act was passed by the Oregon Legislature in 2015 and requires that each public teacher education program in the state prepare a plan for the recruitment, admission, retention, and graduation of diverse educators. The statute establishes the goal that the percentage of diverse educators employed by a school district or an education service district should reflect the percentage of diverse students in the public schools of the state or the percentage of diverse students in the district (Oregon Revised Statute 342.437, as amended by House Bill 3375, Section 3, 2015).

Pursuant to ORS 342.447, Oregon's six public teacher education schools and colleges are required, on a biennial basis, to prepare written plans that detail the recruitment, selection, retention, and graduation of diverse educators (HB 3375, Section 6, 2015.) The Higher Education Coordinating Commission (HECC) is required to review the plans for adequacy and feasibility with the governing board of each public university with an educator preparation program and, after any necessary revisions are made, adopt the plan.

DEVELOPMENT OF OSU'S EDUCATOR EQUITY PLAN

A draft of the OSU Educator Equity Plan 2016-2018 is provided in Attachment 1. The plan is crafted to be consistent with guidance provided by HECC and was developed in concert with campus-wide efforts to create an inclusive community. This plan benefited from the ongoing work of the Provost's Hiring Initiative, which structured faculty searches to increase the number of faculty of diverse backgrounds and identities. Faculty within the College of Education (College) also provided input on the draft plan. This input was informed by both the OSU and College strategic plans. This plan will be reviewed again in 2018.

GOALS AND METRICS

Under HECC's guidance, each plan must identify specific goals and metrics for increasing the recruitment, selection, retention, and graduation of diverse educators. The following goals and metrics are intended to be both aspirational and feasible in order to meet the review standards of the statute. The goals and metrics are based on benchmarking data currently available. New tools for data collection and disbursement rolled out in 2014 and 2015 at the College and University levels, respectively. As a result, in the future, the College will be better equipped to monitor key variables influencing achievement of these goals.

Over the next five years, the College is committed to:

1. Increasing annual enrollment of underrepresented minorities (URM) in professional teacher education (undergraduate and graduate) proportional to growth in students at OSU, and
2. Increasing the completion rate for URM licensed teachers (both undergraduate and graduate) to equal or exceed the 85% completion rate of the cohort of licensed teachers.

FACTORS INFLUENCING SUCCESS

Successful implementation of the plan will be influenced by a number of factors, including:

1. Continued availability of state funds,
2. Continued campus and community focus on creating an inclusive environment that results in an increase in overall campus diversity and
3. Improved institutional and state ability to track the careers of OSU students to evaluate how well graduates develop and remain in teaching.

RECOMMENDATION

Staff propose that the Academic Strategies Committee recommend to the Board that it approve the Educator Equity Plan for 2016-18 as provided in Attachment 1.

Oregon State University – Educator Equity Plan 2016-2018

Prepared by the OSU College of Education

Five-Year Goals

Over the next five years, the College of Education will:

1. Increase annual enrollment of underrepresented minorities (URM) in professional teacher education (undergraduate and graduate) proportional to growth in students at OSU, and
2. Increase the completion rate for URM licensed teachers (undergraduate and graduate) to equal or exceed the 85% completion rate of the cohort of licensed teachers.

Initial Teacher Licensure at OSU

Oregon State University offers initial teacher licensure programs at both the graduate and undergraduate levels. Students in the graduate-level pathway for licensure in math and science teaching have a bachelor's degree in the subject area in which they will teach. This program is completed in ten months. Students in the Double Degree undergraduate pathway for elementary and secondary teaching complete a primary degree in their subject area and also complete a 40-credit second degree in Education, leading to professional licensure in Oregon. Initial Licensure students (candidates) in all programs have either a primary degree or evidence of substantial coursework (subject mastery) in the subjects they teach.

Context

The Educators Equity Act sets a statewide goal that the percentage of diverse educators employed by a school district or an education service district should reflect the percentage of diverse students in the public schools of the state or the percentage of diverse students in the district. While OSU teacher candidate diversity roughly matches state teacher candidate diversity, it is a long way from closing the gap between teacher diversity and K-12 student diversity in the districts we serve.

Nationally, teacher education programs tend to draw from the local population. Similarly, the demographics of teacher licensure at OSU reflect a smaller geographic area than other majors on campus. The population of students currently enrolled is about half as diverse (11% URM) as the campus as a whole (22.8% URM). On a ten-year horizon, the College of Education (College) aspires to reflect overall campus diversity, which would move us closer to the state's goal as well.

While there is a substantial gap in the current College URM population compared to campus, the *completion rate* for teacher licensure candidates from URM backgrounds is substantially higher (84%+) in the College than the completion rate for URMs across campus. Moving forward, we will be focused on maintaining, and improving, these completion rates, even as the overall College enrollment increases.

Executive Summary of HECC Report Pathway to Diversity

We have two major goals: (1) increase diversity while increasing enrollments overall and (2) maintain an 85% completion rate that currently exceeds the overall campus completion rate. Our path for accomplishing our goals includes the following elements:

Faculty Development

To establish the culture and climate in the College to reach our goals, we have made targeted hires to increase faculty diversity and to increase faculty expertise in addressing issues of social justice and equity, and support English language learners. As a result of these efforts, our tenured and tenure-track faculty now include 35% people of color. Our five-year target is to maintain this level of diversity as we grow and as we replace retirements. Our instructional faculty include 14% people of color. Our five-year target is to increase URM representation in our instructor faculty to match the tenured and tenure-track faculty percentage.

In 2014-15, 17 (out of 50) faculty members engaged in at least one campus-based interpersonal skills and diversity-related program. Our five-year goal is to have all faculty attend at least one program every other year (see HECC Appendix Table 3). Faculty will identify program attendance in their annual review goals. The College leadership team has made issues of diversity the first item on the agenda of regular meeting of the leadership. We have devoted College resources to support bringing expertise to the College and for faculty travel to gain new knowledge and experience in support of meeting the needs of a more diverse student population.

The faculty are committed to the concept that these efforts are not just about meeting social needs but that diversity is foundational to meeting the strategic goals of the College and university.

Goal 1: Increasing annual enrollment of underrepresented minorities in professional teacher education (undergraduate and graduate) proportional to growth in students at OSU.

Increasing Diverse Enrollment: In Academic Year (AY) 2015, we graduated 110 teachers that included 12 (11%) teachers of color with four graduates not specifying race. Two observations about these baseline numbers: First, we are clearly not keeping pace with overall campus diversity that stands at 22.8%. College diversity enrollment has been roughly half of the campus proportion for the past four years. Second, the number of teacher licensure graduates from our College reflects enrollments nationally that are down as much as 40% in some states as a result of negative national dialogue around student performance, testing, and teacher accountability.

Our five-year goal is to grow enrollment by 20% to about 132 graduates and to increase the racial/ethnic and other diversity of enrolled students over that time period (see HECC Appendix Table 2). We expect that as our efforts, described next, take effect, we will be on a path to graduating teachers who address a teaching shortage and match the demographics of the students in the state—within ten years and possibly much sooner. Three significant parameters in scaling up are (1) increasing scholarship dollars to compete for high achieving minority applicants and other applicants from diverse backgrounds, (2) growing college funding to increase faculty capacity, and (3) increasing the number of diverse practicum placement sites in schools.

Increasing Language Diversity: English language learners (ELLs) comprise about 10% of all Oregon K12 students with another 7-10% classified as former ELLs. Diversity in the teaching workforce also means preparing teachers to address the learning needs of these children. Approximately 77% of ELLs speak Spanish. The College is building the capacity of graduates through the new bilingual, dual-language specialization program. Recruitment for this program will draw heavily from the Latino/Latina population in Oregon. Faculty are working closely with the Oregon Department of Education (ODE) and have secured external funding from the U.S. Department of Education and the Spencer Foundation in support of OSU's Oregon English Learner Alliance.

Increasing Outreach: In November 2014, we hired a new undergraduate Head Advisor. Through her efforts, we have expanded our recruiting reach and relationships to community colleges, campus cultural centers, and high schools well beyond the previous recruiting efforts.

Using AY2015 as a baseline, our new Head Advisor made student contacts of just over 500 with about 20% of those being URM students. So far this year, the Head Advisor has ramped up the number of contacts and projects, doubling the baseline for AY2016 with an expectation that over 20% of those contacts will be URM students. The Head Advisor has expanded our reach beyond the college advisors on campus to include all of the campus cultural centers, the regional community colleges, as well as other venues. The impact of these new efforts shows a doubling of enrollment next year (AY2017) in the undergraduate Double Degree program from 40 to 80+ student teachers. While we will not know the specific demographics of these students until they matriculate, we do not expect a significant increase in URM students yet.

We are working with the OSU Foundation to grow student scholarships and inventory current gift agreements for those that can be used to support recruitment of URM students and students from other diverse backgrounds. We will continue to work with the OSU Foundation to build on our \$135,000 annual scholarship pool.

Capping a two-year development effort, the college is now enrolling students in a two-year, Master of Arts in Teaching (MAT) program housed in the Beaverton School District beginning fall 2016. This program is a partnership between the Beaverton School District and the College to (a) increase the diversity of teachers in Beaverton, (b) focus on high-need area teachers in bilingual education and STEM, and (c) perfect a model of teacher education, based on current research, that can be duplicated in other regions across the state. This was a deliberate effort on the part of the College to establish a presence in the Portland Metropolitan area that would provide greater access to a culturally and linguistically diverse population interested in teaching. Our goal is to enroll at least 12 elementary teachers in fall 2016, and in subsequent years enroll additional cohorts of 12 more elementary teachers and 12 secondary teachers. Thus we anticipate a sustained enrollment of at least 24 K-12 teacher licensure candidates in this highly diverse environment.

Goal 2: Increasing the completion rate for URM licensed teachers (undergraduate and graduate), to equal or exceed the 85% completion rate of the cohort of licensed teachers.

Increasing and Sustaining Completion Rates: The Double Degree, our undergraduate pathway to teaching, has been transformed in the past four years into a more coherent program built on admitting a cohort of students each year replacing a rolling admission model. Courses have a

prerequisite structure, each course building on previous work. In addition, the new cohort-based elementary preparation program has a STEM focus where students are enrolled in science and math coursework and pedagogy beyond the expectations of peer teacher preparation programs.

In support of the STEM focus in the elementary program we are working with the Department of Mathematics to make the elementary math course sequence more responsive to URM students thus improving retention and completion rates. The Common Core State Standards in Math emphasize the importance of classroom discussion, mathematical explanation, and conjecturing. This emphasis on language and classroom discourse will benefit from bilingual URM teachers being well-prepared in the language of mathematics coupled with the skills to engage K12 students.

The award-winning Families Involved in Sociocultural Teaching (FIESTAS) program, has become a feature of pre-service teacher exposure to Latin@ students and their families in an after-school program that emphasizes STEM experiences. FIESTAS was recognized by the White House as a recipient of the “Bright Spot in Hispanic Education Award” in September 2015. Teacher Candidates spend upwards of 18 hours working with students and families at Lincoln Elementary School as part of their math and science pedagogy coursework.

Tracking Plan Implementation

It is important that we assess the trajectory of our work in the short term to determine if we are making progress toward our long term goals. Short term assessments provide the data that tell us whether we are succeeding in our strategies or if changes need to be made. The following are interim assessments:

- During the academic year, our Head Advisor will track the number of student contacts and the proportion of minority contacts both in the Student Services Office as well as on- and off-campus. The Dean’s Council will continuously monitor progress on goals and implementation of strategies.
- The plan will be reviewed and reported annually in the College Annual Report to the Provost. This review will examine both the short- and long-term data. Data that is also required for national and state licensure reporting will be included. These data are collected and reported at different times throughout the year, allowing us snapshots along a continuum.
- Exit surveys from students across programs contain items about the emphasis on social justice, equity, and diversity. A statewide instrument has been developed and is under review.
- Finally, Tables 2 and 3 in Part 1 show the baseline and metrics for three and five years out. The College leadership team will review elements of this plan throughout the year.

HECC Report: Educator Equity Plan 2016-2018

The structure of this report follows the HECC Guidance on Plans 2015 issued on December 3, 2015.

Part 1. Goals, Metrics, and Strategies

Over the next five years, the College is committed to:

1. Increasing annual enrollment of underrepresented minorities in professional teacher education (undergraduate and graduate) proportional to growth in students at OSU.
2. Increasing the completion rate for URM licensed teachers (undergraduate and graduate), to equal or exceed the completion rate of the cohort of licensed teachers.

Baseline Recruitment, Enrollment, and Completion Data

Table 1 provides enrollment data for URM populations in the OSU teacher licensure program. The College continues to invest in people and initiatives to improve the diversity of our teacher candidate demographics. In November 2014, we hired a new undergraduate Head Advisor. With this additional staffing, we have expanded our recruiting reach and relationships to community colleges, campus cultural centers, and high schools well beyond the previous recruiting efforts. In Academic Year (AY) 2015 baseline of student contacts of just over 500 with about 20% of those being minority students. So far this year, the head advisor has ramped up the number of contacts and projects, doubling the baseline for AY2016 with an expectation that over 20% of those contacts will be minority students.

Several key initiatives outlined in the College’s Strategic Plan 2015-2020 are also showing promise for increasing enrollment of URM teacher candidates from within OSU, as well as those currently enrolled in other secondary and post-secondary institutions within and outside Oregon. For example, in Fall 2016 we will begin enrolling students in a Master of Arts in Teaching (MAT) program in Beaverton, a community in the Portland Metro area with high diversity.

Table 1: 2010-14 Completion of OSU Licensure Program by Ethnicity

Academic Year	White	American Indian Alaskan	Asian	Black African American	Hispanic Latin@	Native Hawaiian	Two or More	Not Specified	%URM
AY2012	111	2	3	0	3	2	1	3	8.8%
AY2013	102	1	2	0	5	0	4	4	10.2%
AY2014	116	1	2	0	3	2	1	2	7.1%

College growth in minority enrollment has not kept up with OSU growth in minority enrollment over the last three years. College URM enrollment has remained relatively flat, and roughly half the University as a whole. Table 2 describes baseline metrics and 5-year targets for increasing enrollment by minority students that are realistic stretch goals.

Table 2: Baseline Metrics and Goals for Underrepresented Teacher Candidates

Primary Metrics Corvallis & Cascades for 2015 Includes Licensure of Teachers & School Counselors	AY2015 Baseline	AY2019 (3 year goal)	AY2021 (5 year goal)
Total Licensure completions (% Completions)	110 (85%)	120 (85%)	132 (85%+)
% of Minority Completions	12 (85%)	18 (85%)	24 (85%)
% Minority of Total Completers	11%	15%	18%

Strategies to Implement Goals

While strategies will be discussed in more detail in Part 3, we outline strategies as specifically suggested in the HECC Guidance on Plans issued on December 3, 2015.

Application Process and Supports

Culturally responsive interview and application protocols as strategy to improve enrollment

With substantial changes in licensing requirements at both the state and national levels, the role of advisors and program faculty has grown to include culturally responsive interview and application protocols. This is done through an increase in outreach efforts and ongoing review of policies for bias. Further, faculty are engaging in Campus-based Interpersonal Skills & Diversity-Related Programs as shown in Table 3. In AY2015, 17 faculty attended at least one program and we have set a college goal that all faculty engage in at least one program on a periodic basis as stated in faculty annual review reports

Selection Criteria and Admission Yields

State required testing as obstacle so lobby for alternative assessments

Increase scholarships – improve enrollment

National dialogue around school testing and teacher accountability has been accompanied by a national trend of decreasing enrollments in teacher education. Our programs have been impacted by this down turn. Plus, we have moved to a cohort model in the undergraduate program, increasing the structure and rigor of the program. We are also creating a STEM focus in the undergraduate program for the elementary track making that pathway more challenging. These changes have resulted in an initial drop in enrollments, which is now seeing marked improvement through improved advising and recruitment as described above. State-required testing for all students seeking licensure can be an obstacle for some minority groups. We have experienced elevated failure rates for minorities seeking social studies endorsements on teaching licenses. At the graduate level, faculty continue to lobby for alternative assessments for URM applicants whose GPA does not meet OSU graduate school requirements, where possible. Since the state has eliminated alternative assessments for any/all licensure applicants, we encourage applicants to pass state tests soon after acceptance. With early communication and student advising, we hope to mitigate testing and admission issues.

Admission yields are consistently high across programs for those who apply, and can be made higher by an increase in scholarships as described in Part 2.

To date, our retention data, as reported to Title II (Elementary and Secondary Education Act) and state and national accreditation agencies, has not required that we identify underrepresented groups in our reporting. Beginning with 2016-17 reports, we will track URM retention rates.

Curriculum and Clinical Experience

Completion rate – make sure ready for ELL requirements

Beginning in 2016, all initial licensure candidates are required by both the state and the College to demonstrate proficiency with English Language Learner (ELL) Competencies. This initiative was made explicit in mandated reporting to the Teacher Standards and Practices Commission (TSPC) on addressing the needs of second language learners.

We have taken the following steps to ensure that our candidates achieve these proficiencies:

- All students in the College of Education (COE) licensure programs take one ESOL (English for Speakers of Other Languages) foundations class (Teacher and Counselor Education [TCE] 472 or 572). ESOL planning and assessment is in all licensure programs.
- All licensure students spend 20 hours in the FIESTAS project with a survey designed to assess impact on knowledge in equity and diversity at the end of each year.
- A professional development plan for 31 licensure faculty in “ESOL competencies” was submitted to TSPC in December 2015.
- A team of seven teacher licensure faculty were involved an Oregon Education Investment Board -funded five-session professional development program focused on Culturally Responsive Pedagogies and Practices. This culminated in a Summer Institute for Oregon Teachers, faculty and middle school students participating in the Literacy, Eating and Activity for Primary grant.
- Faculty are preparing a Dual Language Specialization program to be submitted for approval to TSPC.
- Four out of the last six faculty hires were a person of color. Three of these new faculty hires will support the Dual Language Specialization.
- A new PhD option in the Language, Equity & Education Policy, has been submitted to the OSU Curriculum Council. When approved, students will be admitted and begin the program in fall 2016.
- A new course on Social Justice in Education (TCE 590) was approved in winter 2015.
- Faculty have created a new course TCE 544: Critical Literacy K-12 that will be taken by teaching professionals enrolled in our online master’s program.

Staff and Faculty Recruitment, Retention, and Engagement

Changing the culture of the College supports student diversity and completion

The College has increased faculty diversity, as well as faculty expertise in addressing issues of social justice and equity, and support English language learners. As a result, our tenured and tenure-track faculty now includes 35% people of color. Our instructional faculty include 14% people of color. Table 3 shows the success of efforts to engage faculty in professional development around diversity-related programs and interpersonal skills. The College leadership team has made issues of diversity the first item on the agenda of every meeting. We have

devoted resources to support bringing expertise to faculty and for faculty travel to gain new knowledge and experience in support of meeting the needs of a more diverse student population.

Table 3: Professional Development for Advancing Student Success through the Lens of Equity, Inclusion & Diversity

Campus-based Interpersonal Skills & Diversity-Related Programs	2014 Baseline	2015	Total Faculty 2021
Instructor/professional faculty	1	9*	All
Tenured, Tenure-Track faculty & college leadership	0	8*	All

* Faculty and college leadership attended 25 person-events on campus. Table shows unduplicated head count.

Part 2. Strategies to Achieve Goals

Following the HECC Guidance on December 3, 2015, we present specific strategies and persons with primary responsibility.

Person(s) with Primary Responsibility and Strategies

Licensure Recruiting Efforts 2013 – Present

Undergraduate Head Advisor

- Dedicated 0.2 FTE of Head Advisor to recruiting for underrepresented teacher candidates.
- Increased advisor, faculty, and student outreach to Chemeketa Community College where there is a high percentage of Latina/Latino students and other Oregon community colleges including increase in articulation agreements.
- Advisor, faculty, and student visits to Campus Cultural Centers, Educational Opportunities Program (EOP), College Assistance Migrant Program (CAMP), and Louis Stokes Alliance for Minority Participation (LSAMP).
- Ramp up student contacts from a baseline of 500 in AY15 and maintain the proportion of minority students to at least 20%.

Director of Licensure

- PROMISE Interns (paid) help with recruitment planning in summer.
- LSAMP students mentored minority middle level students in a summer enrichment experiences in 2014 and 2015 coupled with a teacher professional development experience in STEM and ESOL teaching.

Director of Licensure

New Program Coordinator [New dedicated funds]

Launch of a Grow-Your-Own Master of Arts in Teaching (MAT) program in Beaverton targeting culturally diverse and STEM teacher candidates. Co-developed with the Beaverton School District (Fall 2016 launch) to increase the diversity of their teaching pool. Candidates are from Beaverton and recruiting is designed specifically for underrepresented candidates. The program has been designed to be duplicable across the state.

Dr. Rebekah Elliott, Education

Dr. Tom Dick, Mathematics

The Ambitious Math and Science Teacher Fellows (AM&S-TF) project (\$1,390,490) will provide forgivable loan graduate fellowships to science, engineering, and mathematics majors to provide all costs of completing a Master's degree program leading to teaching licensure. The Teaching Fellows are expected to be math and/or science teacher in high needs school districts for four years following completion of the program. For each year completed, 25% of the fellowship loan will be forgiven. In addition, the Teaching Fellow will receive a \$10,000 salary supplement for each year taught in the high needs school district, for up to a total of four years.

**Processes and Supports for Outreach, Retention,
Networking and Professional Development**

Director of Licensure

Head Advisor

Program Coordinators

Licensure Faculty

- The Head Advisor for undergraduate licensure meets with all interested students and provides individualized support for underrepresented applicants as needed or requested.
- Each Licensure Program Coordinator at the graduate level also provides individualized support to all applicants.
- A substantial number of College faculty (17 in FY15) have participated in professional development involving Interpersonal Skills & Diversity-Related Programs. The Difference Power and Discrimination (DPD) program develops skills and knowledge for applying the most culturally-sensitive practices in teaching and advising. Supported by the Dean's Office the College's Strategic Plan urges all faculty to participate in DPD within the next two-three years. The same is true for Search Advocate training, so that faculty are well-versed in culturally-sensitive hiring and interviewing practices.
- DPD and Search Advocate-trained faculty teach pre-requisite course work and so are the College's first contact with potential applicants. All three of the College's three UG pre-requisite (200 level) instructors are DPD trained and two have received the OSU Phyllis S. Lee Award for Social Justice in 2013 and 2015.
- Licensure Faculty are engaged in a Social Environmental Justice (SEJ) workgroup which meets monthly to reflect on social justice progress in the College and provide recommendations for professional development and curriculum related to increasing cultural awareness.

- Licensure programs are mandated by state and national agencies (TSPC, NCATE and CAEP) to conduct and report on bias reviews in recruitment, curriculum and hiring. Reporting is done at the state level annually and nationally every seven years.
- In partnership with OSU's Career Development and Placement Center, in 2016 candidates in the final two terms of their licensure program have been coached and offered upwards of a dozen opportunities to interview with school districts throughout the state who come to OSU for special hiring events.

Scholarship Committee

The College Scholarship Committee, with input from the OSU Foundation, is repurposing available scholarships to diversity recruitment as opposed to performance or need after admission. As recruitment outreach is increased, an increased availability of scholarships for promising minority students and other students from diverse backgrounds can improve the diversity of our student body.

Reflections on Root Causes and Obstacles

- 1) Data collection from teaching program completers is a national conundrum and Oregon is no exception. Efforts to track progress in attracting and retaining people of color and varied racial and ethnic backgrounds in teaching over time is dependent on employers and program completers who provide this information voluntarily but without any consistency. Also the only ethical and respectful way of reporting a person's racial background is through voluntary self-report. Thus the validity and reliability of the reported data is difficult to establish. There are current state-level efforts to provide better data collection from employers and alumni about success and retention in teaching, but thus far, no improvement has been evident. Caveats concerning statistical limitations need to accompany efforts to quantitatively track this work.
- 2) The demographics of the mid-valley region in general and the OSU community in particular create challenges for attracting and retaining students of color into the teaching profession. Significant effort is underway by campus leadership to ensure a welcoming and inclusive environment for all students, including domestic students of color, international students and students from other diverse backgrounds. Applicants to our teacher education programs are primarily OSU students, therefore our pool for recruiting is directly dependent on campus and college leadership efforts to achieve campus goals for diversity. Success means addressing the challenge of establishing a critical proportion of the population that is diverse in race, culture, background, experience and language..
- 3) College professional licensure programs depend on students completing a primary degree with strong content foundations. The Double Degree draws from every college with an undergraduate major. To the extent that these programs provide a supportive environment for a diverse student body, the College programs benefit from a well-prepared, diverse pool of licensure candidates.

Addressing these systemic issues will be an incremental process. The College is working to grow diversity of all kinds in its faculty ranks. Currently the College tenure-track faculty is 35% minority and its instructor and professional faculty is 14% minority. Even with these percentages, not all these faculty members choose to live in the Corvallis region. We need a

persistent good faith effort by the entire mid-valley community to build the environment we desire to support racial harmony and to build broad cross cultural knowledge and experience.

The College has invested heavily in the Beaverton partnership to expand faculty and programmatic content to a diverse urban community. Faculty and administrations have worked very closely together to make this work highly beneficial to both sides of the partnership. Beaverton will benefit from more teachers of color with bilingual skills and the College of Education will derive benefit from personal experience, program design, and research that will strengthen both the Beaverton project and the Corvallis Campus programs.

Community colleges are a primary avenue for students of color, low income, and first generation students to begin a post-secondary education. Therefore, we have invested in new FTE in working with community colleges to provide articulation agreements and student advising to make the transition to OSU smooth and successful.

How We Developed This Plan

This plan has been developed during Winter-Spring AY2016 in concert with campus-wide efforts to create a welcoming and inclusive community of students and scholars. The development of this plan comes at a time when all the colleges are examining their recruitment and retention practices thus fostering productive dialog from the Provost Council to Dean Councils to department and faculty workgroups. The topic of campus and college diversity is on the agenda of every College of Education dean's council meeting. This plan also derives benefit from requirements by the provost and the provost council of deans to structure faculty searches in such a way as to enhance the possibility of hiring faculty from diverse backgrounds and identities. These campus-wide efforts have stimulated considerable reflection on the part of College faculty and resulted in a significant increase in faculty participation in campus Interpersonal Skills & Diversity-Related Programs. In AY2015, 17 College of Education faculty attended at least one program with a total of 25 person-events attended on campus.

The Director of Licensure and the Dean collaborated on the data and the narrative in this report that looks ahead 5-years. The data and narrative were informed by the OSU Strategic Plan and College Strategic Plan, our recent Accreditation Site Visit, other federal reports, and faculty feedback.

Part 3. Tracking Plan Implementation

It is important that we assess the trajectory of our work in the short term to determine if we are making progress toward our long term goals. Short term assessments provide the data that tell us whether we are succeeding in our strategies or if changes need to be made. The following are interim assessments:

During the Year

1. Follow work of head advisor tracking the number of student contacts and the proportion of minority contacts both in the Student Services Office as well as on and off campus.
2. Dean's Council monthly agenda item on diversity: a member generates a strategy or a reflection on our work

Annual Reviews

1. The plan will be reviewed and reported annually in the College Annual Report to the Provost. This review will examine both the short- and long-term data. Data that is also required for national and state licensure reporting will be included. These data are collected and reported at different times throughout the year, allowing us snapshots along a continuum.
2. Exit surveys from students across programs contain items about the emphasis on social justice, equity, and diversity. A statewide instrument has been developed and is under review.

Three to Five Year Data

Each of the Tables 2 and 3 in Part 1 show the baseline and metrics for three and five years out. As described above, the College leadership team reviews work on diversity as an agenda item for each meeting. Elements of this plan will be reviewed throughout the year.

Portland State University
Graduate School of Education

Diversity Plan 2016





Graduate School
of Education
PORTLAND STATE UNIVERSITY

Randy Hitz, Dean
Micki M. Caskey, Associate Dean for Academic Affairs
Jennifer Anderson, Director,
Recruitment, Outreach, and Student Services

1900 SW 4th Avenue
PO Box 751
Portland, OR 97207-0751
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Introduction

To promote a just and democratic society, all people must be provided with an education that will enable them to contribute to the common good and maximize their potential. Every society includes individuals with differing support systems and opportunities. Education is the best means toward equalizing opportunities and, thus, creating a more just society in which democracy can thrive and the standard of living can improve.

The Graduate School of Education (GSE) seeks to help create a more just and democratic society by preparing a diverse population of educators and counselors who are able to address the educational and therapeutic needs of the wide variety of students and clients they will encounter in their professional careers. Toward this end, we have developed (1) strategies and pipeline programs to recruit and admit diverse candidates; (2) guidelines to recruit and retain diverse faculty and staff who support diverse candidates' preparation, experiences, and retention; (3) curriculum and assessment practices to retain and advance candidates who are well prepared to work with diverse students and community members; and (4) a summary of GSE resources dedicated to diversity. For this Diversity Plan, the term diversity refers to the culturally or linguistically diverse characteristics of people, primarily underrepresented minorities (URM).

The GSE Diversity Plan briefly summarizes the GSE efforts and presents goals, accomplishments, and future plans.

Graduate School of Education Vision

Preparing professionals to lead life-long learning and development within our diverse communities

GSE Guiding Principles

- We create and sustain educational environments that serve all students and address diverse needs.
- We encourage and model exemplary programs and practices across the lifespan.
- We build our programs on the human and cultural richness of the University's urban setting.
- We challenge assumptions about our practice and accept the risks inherent in following our convictions.
- We model professionalism and develop collaborative efforts that foster our mission.
- We develop our programs to promote social justice, especially for groups who have been historically disenfranchised.
- We strive to understand the relationships among culture, curriculum, and practice and the long-term implications for ecological sustainability.
- We model thoughtful inquiry as a basis for sound decision making.

GSE Priorities

- Promote diversity and social justice through inclusive programs, policies, and practices
- Conduct and apply research and other scholarly work to improve education and counseling
- Engage and model meaningful individual and program assessments that lead to continuous program improvement
- Develop partnerships that support high-quality clinical experiences and professional development for GSE students, faculty, and cooperating professionals
- Maximize the effective use of technology for instruction, recruitment, assessment, and scholarship



Current Enrollment in Initial Teacher, Administrator, and School Counselor Programs

Table 1 shows the diversity of matriculated students for the initial teacher licensure programs within the GSE. These data show that the number of URM enrolled in the GSE educational programs grew over the last year, with a three-year average of 26.1 percent. Of the programs listed in Table 1, the Bilingual Teacher Pathway (BTP) program has the highest three-year average of URM matriculation, at 69 percent; the program is specifically designed to fill critical shortages of elementary bilingual teachers in the Portland metropolitan area. The remaining programs listed in the table have a three-year average that range from 19.32 percent for the Special Education program to a high of 25 percent in the Visually Impaired Learner program.

Table 1. Initial Teacher Preparation Programs Matriculation Numbers*

		2013–14	2014–15	2015–16	Three Year Total
BTP	Students Matriculating	20	18	20	58
	URM Matriculating	11	13	16	40
	% URM	55.0%	72.2%	80.0%	69.0%
EI/ECSE	Students Matriculating	7	14	0	21
	URM Matriculating	1	1	0	2
	% URM	14.3%	7.1%	0%	9.5%
GTEP	Students Matriculating	104	148	133	385
	URM Matriculating	20	28	36	84
	% URM	19.2%	18.9%	27.1%	21.8%
IE2P	Students Matriculating	23	0	20	43
	URM Matriculating	4	0	5	9
	% URM	17.4%	0%	25.0%	20.9%
SDEP	Students Matriculating	19	0	19	38
	URM Matriculating	6	0	3	9
	% URM	31.6%	0%	15.8%	23.7%
SPED	Students Matriculating	25	25	33	83
	URM Matriculating	4	4	8	16
	% URM	16.0%	16.0%	24.2%	19.3%
VIL	Students Matriculating	0	5	3	8
	URM Matriculating	0	2	0	2
	% URM	0%	40.0%	0%	25.0%
Total	Students Matriculating	198	210	228	636
	URM Matriculating	46	48	68	162
	% URM	23.2%	22.9%	29.8%	25.5%

*The numbers in this table represent the number of newly admitted students that matriculated



Figure 1 shows the diversity of students admitted to initial teacher preparation programs from 2010–11 to 2015–16.

Figure 1. Initial Teacher Preparation Admits (Matriculated)

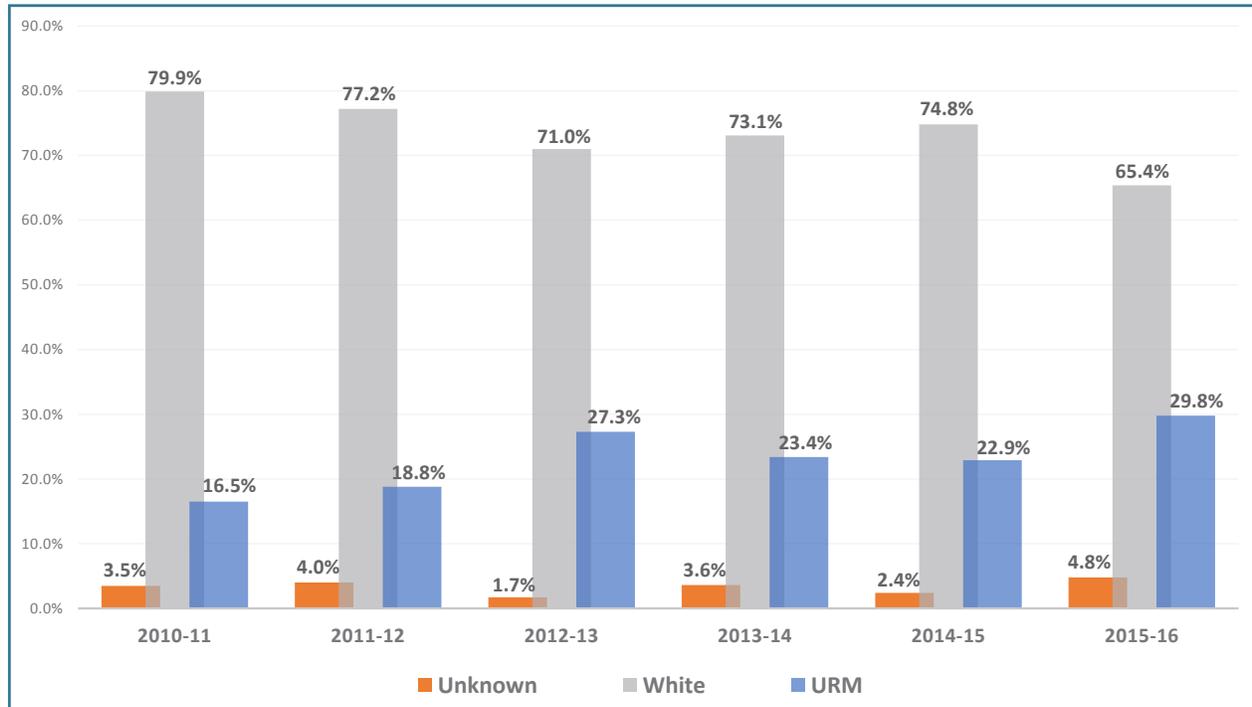


Table 2 shows the ethnicities and races of enrolled students within the administrator preparation programs. The data reveal that the matriculation of URM has fluctuated, with a three-year average of 15.8 percent. The Continuing Administrator License (CAL) program is showing an increase in URM matriculation, with the matriculation data pending for 2015–16 due to rolling admissions processes. URM matriculation for the Initial Administrator License (IAL) program has declined slightly, with a three-year average of 14.2 percent.

Table 2. Administrator Preparation Matriculation Numbers*

		2013–14	2014–15	2015–16	Three Year Summary
CAL**	Students Matriculating	35	41	23	99
	URM Matriculating	8	3	6	17
	% URM	22.9%	7.3%	26.1%	17.2%
IAL	Students Matriculating	67	68	76	211
	URM Matriculating	11	10	9	30
	% URM	16.4%	14.7%	11.8%	14.2%
Total	Students Matriculating	102	109	99	310
	URM Matriculating	19	13	15	49
	% URM	18.6%	11.9%	15.2%	15.8%

* The numbers represent the number of newly admitted students who matriculated.

**Data are incomplete for AY 2015–16 due to rolling admissions.



Table 3 shows the diversity of matriculated students within the school counselor preparation program. The data reveal that the matriculation of URM has not varied widely; the three-year average was 15 percent. Each year, the school counselor preparation cohort of 13 or 14 students included two URM students.

Table 3. School Counselor Matriculation Numbers*

		2013–14	2014–15	2015–16	Three Year Summary
School Counselor	Students Matriculating	13	13	14	40
	URM Matriculating	2	2	2	6
	% URM	15.4%	15.4%	14.3%	15.0%

*The numbers represent the number of newly admitted students who matriculated

Recruitment, Outreach, and Student Services

The Office of Recruitment, Outreach, and Student Services (ROSS) is responsible for developing and implementing recruitment and student support activities for new and current students within the GSE. In collaboration with program faculty and department chairs, ROSS team members seek to engage prospective students through direct relationship building, outreach, and targeted marketing activities in an effort to increase interest and potential for enrolling new students into the GSE initial teacher preparation programs and administrator preparation program. ROSS team members also work in conjunction with faculty coordinators, advisers, and department chairs to support current students. Specific effort is placed on attracting and retaining prospective students from culturally and racially diverse backgrounds for initial teaching programs.



Strategies and Programs to Recruit and Admit Diverse Candidates

As part of our goals to recruit diverse educators, we plan to increase the URM enrollment in all initial teacher programs and administrator preparation program by 3 percent overall for academic year 2016–17. See Figure 2.

Figure 2. Goals, strategies, and success indicators for the recruitment and retention of diverse teacher candidates

Goal	Strategy	Success Indicator and Date
1) Expand recruitment and marketing efforts to increase the number of applicants from culturally and racially diverse backgrounds into the GSE initial teacher preparation programs	<ul style="list-style-type: none"> In conjunction with department chairs, set recruitment goals to increase the number of applicants from culturally and racially diverse backgrounds for each of the GSE initial teacher preparation programs Coordinate with community groups, community colleges, and advisors at all levels to promote the teaching profession to students from culturally and racially diverse backgrounds and assist them with successfully submitting their application for GSE initial teacher preparation programs Continue to grow, support, and build existing teacher interest pipeline programs, including PTP, BTP, AITP, and Pathways 	<ul style="list-style-type: none"> Increase the number of applicants from culturally and racially diverse backgrounds by 3% for each of the initial teacher programs in 2016–17 Partner with faculty teaching prerequisite courses to provide connection opportunities with current educators in 2016–17 Meet identified recruitment and enrollment goals for each of the existing teacher interest pipeline programs, including PTP, BTP, AITP, and Pathways in 2016–17
2) Increase the number of students from culturally and racially diverse backgrounds who enroll in the GSE initial teacher preparation programs	<ul style="list-style-type: none"> In conjunction with department chairs, set goals to increase the number of students enrolled from culturally and racially diverse backgrounds for each of the GSE initial teacher preparation programs Evaluate program admission criteria to ensure that applicants have the opportunities to demonstrate how their unique perspectives will be beneficial in teaching a diverse student body 	<ul style="list-style-type: none"> Increase the number of students who enroll from culturally diverse and underrepresented backgrounds by 3% for academic year 2016–17
3) Expand current retention efforts designed to support the academic success of all students with specific attention on efforts designed to meet the needs of culturally and racially diverse and underrepresented students	<ul style="list-style-type: none"> Implement a climate survey to learn about environmental and experiential barriers that may be impacting student success Create academic support resources and programs for conditionally admitted students, including personalized advising, graduate level writing tutoring, and the formation of an early alert committee 	<ul style="list-style-type: none"> Send out a climate survey to all current students and faculty in initial teacher licensure programs and identify themes and follow up on needs in 2016–17 Hire a writing tutor and establish processes and procedures for tutoring referrals and sessions in 2016–17 Establish an early alert committee to develop and communicate key processes and procedures in 2016–17



<p>4) Continue to grow, foster, and nurture an inclusive and welcoming environment for all students, faculty, and staff in the GSE</p>	<ul style="list-style-type: none"> • Establish pathways for faculty, students, and staff to acknowledge and use conflict management tools to address cultural bias and conflict in the educational setting in a productive and affirming manner • Engage current faculty and students to provide support and mentorship for students from culturally and racially diverse and underrepresented background 	<ul style="list-style-type: none"> • Sharing of visible and consistent messages to reinforce that students and faculty from culturally and racially diverse backgrounds are included and welcome in 2016-17 • Clearly identify and communicate mentorship opportunities to the GSE community in 2016-17
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Pipeline Programs to Recruit Diverse Initial Teacher Candidates

The GSE is already engaged in a number of initiatives to recruit and retain underserved and racially diverse students. The following summary highlights five existing pipeline and support programs that focus on the intentional recruitment of diverse candidates through dedicated funds and identified coordinators. These programs include the PTP, BTP, AITP, Pathways, and DiSE program. The following paragraphs provide a summary and matriculation data for each program.

Portland Teacher Program

The PTP is a partnership among Portland Public Schools (PPS), Portland Community College (PCC), Portland State University (PSU), and Beaverton School District (BSD). PTP focuses on the recruitment and preparation of diverse teachers from historically underrepresented groups. It is a nationally recognized program committed to diversity, equity, excellence, and collaboration, which supports the development of a multicultural, educational workforce. To date, PTP has prepared more than 130 teachers. The numbers in the table represent those who are admitted to the GSE and do not include future candidates who may be in the PTP pipeline as undergraduates.

Table 4. Portland Teacher Program

Year	Ethnicity	Applied	Admitted	Enrolled	Completed
2013–14	Black or African American	3	3	3	2
	Hispanic	3	3	1	1
	Asian	0	0	0	0
	American Indian/Alaskan Native	0	0	0	0
2014–15	Black or African American	5	4	4	2
	Hispanic	3	1	0	0
	Asian	1	1	0	0
	American Indian/Alaskan Native	0	0	0	0
	Multirace	1	1	1	W*

*Withdrawn



Bilingual Teacher Pathway Program

The BTP is a specialized teacher education program that focuses on the recruitment and preparation of bilingual and bicultural teachers. It is designed to fill critical shortages of bilingual teachers in the Portland metropolitan area. To date, BTP has prepared more than 300 teachers. The numbers in the table below represent all BTP candidates, including both undergraduate and graduate candidates.

Table 5. Bilingual Teacher Pathway Program

Year	Ethnicity	Applied	Admitted	Enrolled	Completed
2013–14	Black or African American	0	0	0	0
	Hispanic	27	15	15	8
	Asian	3	0	0	0
	American Indian/Alaskan Native	0	0	0	0
	White	13	8	8	5
2014–15	Black or African American	3	2	2	0
	Hispanic	23	13	13	0
	Asian	4	3	3	0
	American Indian/Alaskan Native	2	2	2	0
	White	6	3	3	0

American Indian Teacher Program

The AITP is dedicated to the recruitment and preparation of American Indian/Alaska Native teachers. AITP is a partnership among GSE and the Confederated Tribes of the Grand Ronde, the Siletz, the Warm Springs, and the Umatilla. The program is federally funded by the Office of Indian Education and the US Department of Education. The initial award in 2011 led to the preparation of 12 Native teachers from 2011 to 2014. In fall 2014, the AITP received a second award from the Office of Indian Education to recruit and prepare an additional 15 Native teachers.

Table 6. American Indian Teacher Program

Year		Applied	Admitted	Enrolled	Completed
2013–14	American Indian/Alaskan Native	4	4	4	3
2014–15		-	-	-	-
2015–16	American Indian/Alaskan Native	7	7	7	

*No funding for AITP in 2014-15

Teacher Pathways Program

Initiated in 2014, the Pathways program provides clear, teaching career pathways and support for culturally diverse students interested in becoming teachers in the Portland metropolitan area. The goal of Pathways is to recruit diverse students from multiple paths including PSU undergraduates, community college students, paraprofessionals (e.g., instructional assistants), and career changers. To date, Pathways has more than 60 students.



Diverse Special Educator program

The DiSE project is a grant-funded initiative that will prepare 35 special educators from underrepresented groups who will use person-centered planning as well as evidence-based and culturally responsive practices to promote self-determination and achievement for students with severe learning and behavioral problems in general education classrooms.

Program to Recruit Diverse Administrators

The Educational Administration faculty members seek to increase the diversity of the faculty members and students and to improve cultural competence on the part of both faculty and students. The faculty members are also strongly interested in retaining students, and to assist with these efforts, faculty members have actively engaged in differentiated, culturally responsive teaching, coaching, and mentoring services throughout the program, resulting in a 100 percent completion rate. Recruitment efforts to build a pipeline of diverse administrators have included collaboration with the Oregon Association of Latino Administrators (OALA) and the Oregon Leadership Network (OLN). The program has also contracted with Solid Ground Consulting to help deepen partnerships with Oregon districts to (a) increase district support of teachers from diverse backgrounds; (b) increase admission of diverse students into the IAL program; (c) align the program with district initiatives; and (d) develop a Superintendent’s Pipeline strategy that will provide mentoring and support for executive leaders from diverse backgrounds.

In Figure 3 are the four major equity-related goals of the Educational Administration program as presented in the plan to the OLN.

Figure 3. Goals, strategies, and success indicators for the recruitment and retention of diverse administrators

Goal	Strategy	Success Indicator and Date
1) Implement a PSU-District Partnership Plan	<ul style="list-style-type: none"> Partner with the Chalkboard Project (an independent education transformation organization) to develop a leadership for equity aspiring administrator program 	<ul style="list-style-type: none"> Start a leadership for equity program by spring 2016
2) Increase the number of students admitted and enrolled in the IAL program from culturally diverse and underrepresented backgrounds	<ul style="list-style-type: none"> Prepare a culturally responsive IAL recruitment plan to increase admission of diverse IAL students by building on the existing successful GSE pipeline programs, such as BTP, PTP, and AITP at PSU 	<ul style="list-style-type: none"> Increase the number of enrolled students from culturally diverse and underrepresented backgrounds by 3% in 2017–18
3) Increase the diversity of faculty at PSU	<ul style="list-style-type: none"> Recruit candidates at conferences focusing on culturally responsive pedagogy to fill the one open tenure-line position Employ a culturally responsive (CR) application process 	<ul style="list-style-type: none"> Hire four adjuncts in 2016–17 who reflect the diversity of P–12 students as identified in the Oregon Minority Teacher Act Include at least one person of color in the finalists for the tenure-line position in 2016–17
4) Improve the cultural competence of GSE faculty and staff	<ul style="list-style-type: none"> Participate in the Carnegie Project on the Education Doctorate (CPED) with a focus on equity, social justice, and ethics Host CPED Convening with focus on equity Select one article/book/term to discuss as a team 	<ul style="list-style-type: none"> Conduct at least two professional presentations at national conferences and publish at least one article in a professional journal in 2016–17 Host the CPED Convening in June 2016

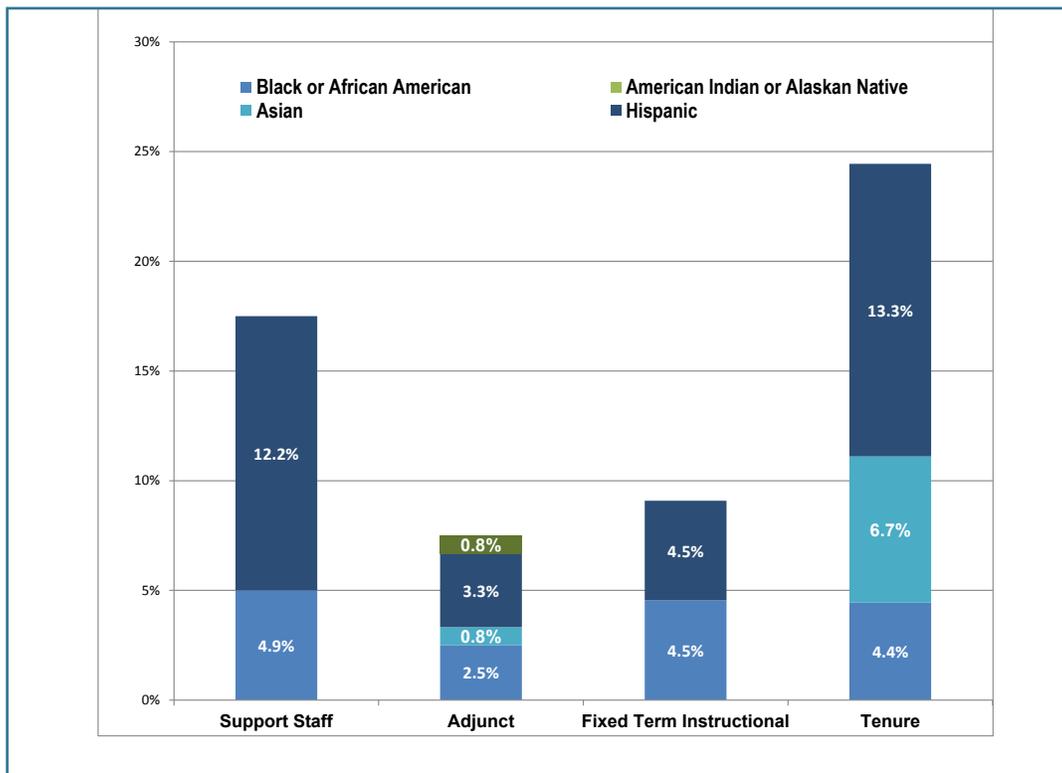


Guidelines to Recruit and Retain Diverse Faculty and Staff that Support Diverse Candidates' Preparation, Experiences, and Retention

Faculty and Staff Recruitment

While 24 percent of the GSE's tenure-line faculty members come from diverse populations, the percentages among adjunct and non-tenure track faculty (NTTF) members is less than 10 percent. The higher percentage among tenure-line faculty members is due to the careful and extensive national searches conducted. In all of the tenure-line searches, the GSE made every effort to recruit a diverse pool of candidates through advertising, connections at conferences, and calls to contacts throughout the nation. To diversify the adjunct and NTTF faculty, the GSE needs to be similarly careful and deliberate in conducting searches or creating pools from which to draw candidates. Figure 4 shows the mix of various populations of employees in the GSE.

Figure 4. GSE employees, including support staff (0.5 FTE or higher), adjunct, non-tenure track instructional (0.5 FTE or higher), and tenure-line faculty



The GSE has set the goals, strategies, and success indicators for the recruitment and retention of diverse faculty and partner personnel. These are listed in Figure 5.



Figure 5. Goals, strategies, and success indicators for the recruitment and retention of diverse faculty and staff

Goal	Strategy	Success Indicator and Date
1) Increase diversity of tenure-line faculty	<ul style="list-style-type: none">The GSE will fill six faculty positions in 2016. In every search, the GSE will identify a diverse pool of candidates from which to select	<ul style="list-style-type: none">Include at least one person of color in the finalists for tenure-line faculty positions in 2016–17
2) Increase the diversity of adjunct faculty	<ul style="list-style-type: none">The GSE is working with Human Resources to advertise for adjunct faculty and to create a pool from which to draw instructors for the following year	<ul style="list-style-type: none">Increase the diversity of adjunct faculty by 2% in 2016–17
3) Increase the diversity of NTTF	<ul style="list-style-type: none">Conduct regional or national searches for three non-tenure track positions to be filled in 2016	<ul style="list-style-type: none">Fill at least one of the NTTF positions with a person from a diverse background in 2016–17
4) Increase the diversity of cooperating teachers	<ul style="list-style-type: none">Begin to gather data on diversity of cooperating teachers and develop a plan to maximize diversityCooperating teachers are not technically PSU faculty, but they play a major role in the preparation of teachers. The GSE will ensure that this important population is as diverse as possible	<ul style="list-style-type: none">Have a plan in place for 2016–17 to increase diversity of cooperating teachers

Curriculum and Assessment Practices to Retain and Advance Candidates who are Well Prepared to Work with Diverse Students and Community Members

GSE Curricula

GSE program curricula help candidates to understand issues of equity and culture in education, work with diverse students and clients, and learn about their own culture and the culture of others. All GSE programs map their curriculum to the GSE Conceptual Framework, GSE Dispositions, and state-adopted professional standards regarding preparation to work with diverse learners. Specifically, the eight initial teacher license programs align their curricula with the Interstate Teacher Assessment and Support Consortium (InTASC) standards that support candidates to teach all students.

In February 2015, the GSE completed and submitted a Self-Study Report to the Council for the Accreditation of Educator Preparation (CAEP), which included evidence regarding the GSE's programs' diversity curriculum. The Diversity Curriculum Overview is a matrix of program curricula that addresses the state-adopted professional standards regarding diversity. This overview document is used to identify curricular areas for development related to preparation to work with diverse learners.

Figure 6 shows the diversity curricula goals and strategies set by the GSE.



Figure 6. GSE goals, strategies, and success indicators for curricula

Goal	Strategy	Success Indicator and Date
1) Use Diversity Curriculum Overview of programs to identify areas for development of diversity-related curricula	<ul style="list-style-type: none"> Review the Diversity Curriculum Overview, with support from the dean's office and leadership of program coordinators, to identify areas needing additional development in programs 	<ul style="list-style-type: none"> Develop a plan to enhance and/or expand the diversity-related curriculum, including the English language learners' standards, in each initial teacher and administrator preparation program in 2016–17
2) Develop curricula that address the diversity and the English language learner standards	<ul style="list-style-type: none"> Identify, revise, and/or design curricula that centers on candidates' ability to work with diverse learners, including English language learners 	<ul style="list-style-type: none"> Implement the diversity-related curricula that improves candidates' ability to meet the diversity and the English language learner standards in 2017–18

GSE Assessment

All GSE programs develop multiple key assessments to measure candidates' knowledge, skills, and dispositions, which include their abilities to work with diverse learners. To ensure that programs support all candidates to work with diverse learners, GSE program faculty members engage in the systematic review of program data. Beginning in 2016, all programs will conduct a bias review of key assessments during the overall three-year cycle of key assessment review, which includes reliability and validity. To date, the Assessment Office has met with the Diversity Committee about developing a process for programs to review key assessments.

To ensure that candidates are able to affect the learning of all students in their classrooms, the GSE assesses candidates' ability to impact P–12 learning and development during field experiences. In the past, the initial teacher licensure program candidates addressed equitable student learning through the development and use of the work sample. With the move away from the work sample and the state adoption of edTPA (i.e., a performance-based, subject-specific assessment of teaching performance), the GSE's initial licensure program faculty will develop a new key assessment that measures candidates' ability related to equitable student learning. Figure 7 shows the GSE's plan for assessment work.

Figure 7. GSE goals, strategies, and success indicators for assessment

Goal	Strategy	Success Indicator and Date
1) Engage in a GSE-wide bias review process for all key assessments in all programs	<ul style="list-style-type: none"> Coordinate GSE efforts to develop a bias review process for key assessments Identify how to embed a bias review process into the three-year cycle of key assessment review 	<ul style="list-style-type: none"> Develop a bias review process in 2015–16 Integrate a bias review process as part of programs' three-year cycle of key assessment review by 2016–17
2) Implement a new or revised key assessment to measure candidates' ability to impact P–12 student learning equitably in initial teacher preparation programs	<ul style="list-style-type: none"> Collaborate across programs to develop a key assessment that measures candidates' ability to impact P–12 equitable student learning Coordinate a plan to pilot a key assessment that measures candidates' ability to impact P–12 equitable student learning 	<ul style="list-style-type: none"> Develop a key assessment to measure candidates' ability to impact P–12 equitable student learning in 2015–16 Pilot a key assessment to measure candidates' ability to impact P–12 equitable student learning in 2016–17



Summary of GSE Resources Dedicated to Diversity

Diversity efforts cut across every activity of the GSE, so much of the resources put into diversity work are embedded in the budget. However, the GSE has expenses specifically dedicated to diversity. Figure 8 provides a list with notes about future needs.

Figure 8. GSE budget dedicated to diversity including purpose, explanation, and future needs

Annual Budget	Purpose	Explanation	Future Needs
\$85,765**	Salary to staff the Teacher Pathways Program and coordinate other recruitment efforts for diverse students	The coordinator position was created in 2014 in cooperation with PSU's three TeachOregon partner school districts: Portland Public Schools, David Douglas School District, and North Clackamas School District. Original funding was provided by Chalkboard, and now the GSE covers the cost. Each school district puts \$25,000 toward similar efforts in its district.	Need to sustain this position long term.
\$63,017** Note: Currently partially funded by grant resources (see BTP program below)	Salary to staff the BTP program	In 2008, federal funding ran out for the BTP, but PSU decided to fund a faculty position to sustain the program. Subsequent federal funds received were used largely to support students.	Need to sustain funding for this faculty position.
\$389,107*	BTP program	BTP funding began in 2013 and will end in 2017 unless an additional grant is received.	Need to replace the funds to maintain the program.
\$300,000**	PTP tuition remissions	This is the amount budgeted each year to provide full tuition remissions for PTP students at PSU at the undergraduate and graduate levels.	Need to grow this resource to stay up with inflation or help more students.
\$94,450 FY15	Scholarships to diversify the teaching force	This is the amount provided through seven different scholarship funds that focus on providing support for deserving teacher candidates from diverse backgrounds.	Need for scholarships far outweighs these funds—the largest scholarship is \$4,000, and covers less than 20% of graduate tuition for one year in the GSE; in addition, there are far more students who could benefit from scholarships than those who currently receive them.
\$377,597*	Federal grant funds for the AITP program	AITP funding began in 2015 and will end in 2018 unless an additional grant is received.	Need to replace the funds to maintain the program
\$5,000* Note: Initial funding to develop program; student support funds will be paid directly by Chalkboard	Leadership for equity aspiring administrator program	The vast majority of this funding is provided by Chalkboard to school districts to support internships for aspiring administrators.	Need to replace the funds to maintain the program.

Continued



\$35,000 Note: Amount varies per year as new hires are made	Start-up packages for new faculty	All new faculty receive start-up support from the GSE for their scholarly work. Faculty from diverse backgrounds may be eligible for additional support from the campus.	Because these funds are not tied to salaries, they are vulnerable to budget cuts.
FY 2016: OALA \$5,000; Barr \$2,500; CPED \$10,000; Beyond Diversity Training \$1,500	Various opportunities to engage faculty in diversity activities and professional development	Varies each year depending upon need and interests of faculty members	Because these funds are not tied to salaries, they are vulnerable to budget cuts.
\$11,000*	Pedagogy Institute (ODE)	Funded professional development series for transformational teams of teacher leaders and educators to support teacher candidate development to meet needs of diverse students in Oregon classrooms. Funded January 2013 – June 2015	Need to replace the funds to maintain the program
\$249,989*	DISE program	This funding began in 2015 and will end in 2020 unless an additional grant is received	Need to replace the funds to maintain the program
\$6,651	Dues paid to the OLN	The OLN is a statewide network of more than 20 school districts, ESDs, state agencies, professional associations, and higher education institutions dedicated to building the capacity of education leaders to sustain research-based equitable practices across Oregon's P-20 education system to eliminate disparities in student success	Because these funds are not tied to salaries, they are vulnerable to budget cuts.

*Amounts listed for all sponsored projects represent awarded budget for the program year most aligned with the prior fiscal year (July 2014–June 2015)

**Amounts listed represent fiscal year 2015 expenses

The GSE has prioritized scholarship fundraising efforts; the goal is to grow the size and number of scholarships available to teacher, counselor, and administrator candidates, especially focused on increasing the overall diversity of these populations.

The GSE is committed to augmenting the support available for students who (a) are first-generation college graduates; (b) have personal experience related to multiculturalism; (c) are committed to equity and access in education; (d) are prepared and want to teach in diverse and bilingual communities; and (e) otherwise represent traditionally underserved groups in higher education. Offering greater scholarship and stipend support to these students helps to make the education field a possibility and will increase the population of educators who are prepared to teach in nearby communities' diverse classrooms.

One of the biggest needs diverse students have is covering living expenses during their full-time, year-long programs of study. Having resources to provide stipends or paid internships could eliminate a barrier for potential students.

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 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 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.



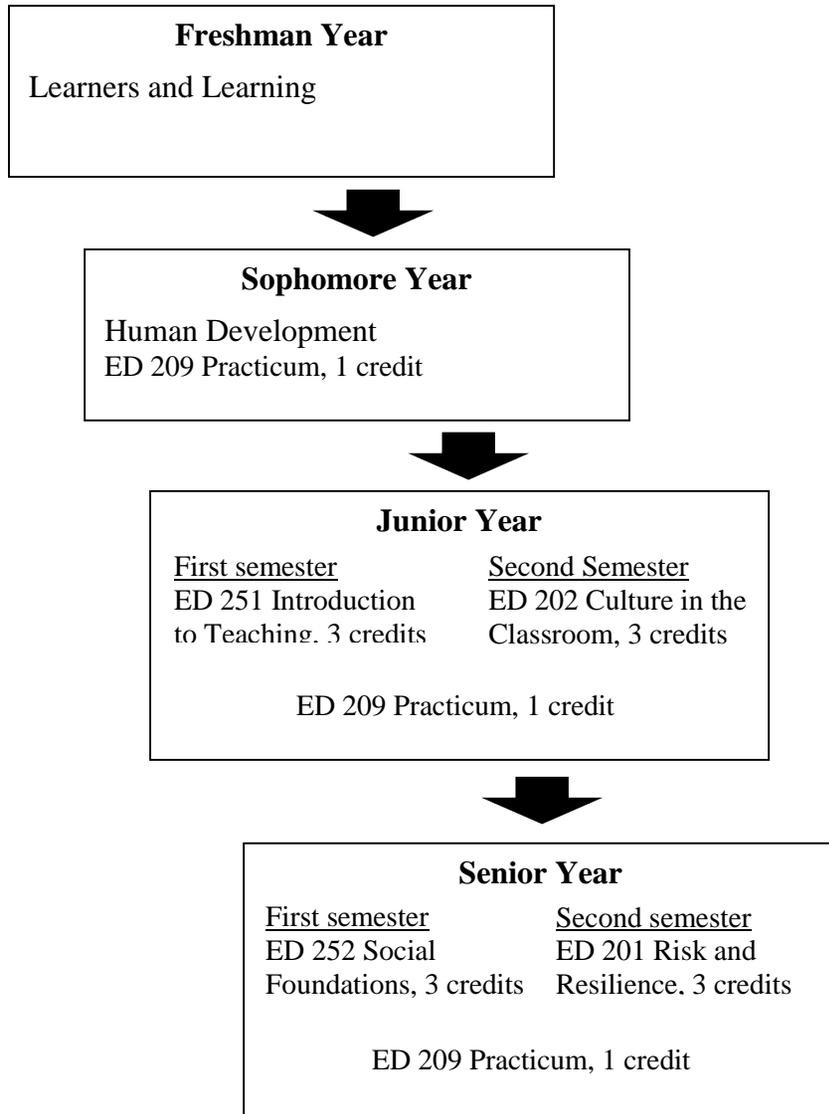
College: Earn your college degree from SOU and qualify for an Oregon Teaching License.

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.

Educator Equity in Teacher Preparation: Institutional Plan

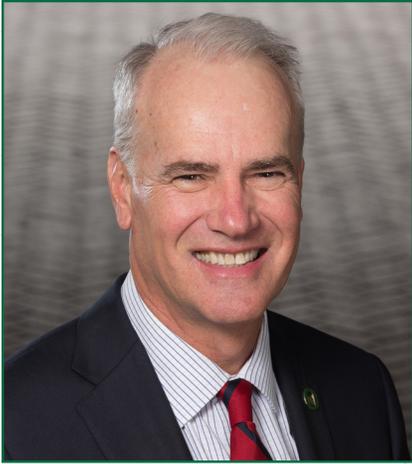
A Plan to Recruit, Retain, and Graduate Minority Educators

Prepared by the Office of the Dean,
College of Education, University of Oregon
Submitted to the Higher Education
Coordinating Commission

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Randy Kamphaus
Dean, College of Education

Introduction

The COE is united in its mission, “Making educational and social systems work for all.” We are a community of intellectual leaders that generates new knowledge and innovative practices that inspire our students to help their communities resolve pernicious social problems. One of the most robust solutions to many of our social problems is ensuring that all children have access to the highest quality education and are nurtured to achieve their full potential and work for the greater good.^{1,2} We are eager to accept the responsibility as intellectual leaders to build educational and social systems that respond to, and capitalize on, the diverse knowledge, skills, and potential of all students and that promote positive, enduring, and empirically verified change in the lives of all children and our state, national, and global communities.

The diverse representation of exceptional educators in our K-12 schools, who are culturally responsive, is essential to promoting equity and access of opportunity for all children via education.³⁻⁵ Educators from underrepresented groups are uniquely positioned to promote diversity, equity, and inclusion within our K-12 schools and institutions of higher education. Scholars from numerous disciplines have documented the benefits of institutional diversity^{6,7}, and education is no exception. Enhanced diversity improves students’ intellectual and academic skill development; academic and cognitive performance; intellectual flexibility, engagement, and motivation; retention and graduation rates; and cross-cultural understanding, engagement, and competence.⁸⁻¹⁰ This institutional plan, therefore, outlines strategies that we will use to optimize our institutional capacity to recruit, retain, and graduate more educator preparation students from underrepresented backgrounds and to train exemplary educational leaders.



Institutional Commitment

In 2015, University of Oregon President, Michael Schill, announced three institutional priorities: build our tenure-related faculty and promote academic research; ensure affordable and accessible education; and offer a rich and high-caliber educational experience. Diversity, equity, and inclusion are woven into each of these priorities. These University of Oregon institutional priorities are aligned with the state's commitment to equality for the diverse peoples of Oregon and the goal of the state, "that the percentage of diverse educators employed by a school district or an education service district reflects the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district" (ORS 342.437 as amended by HB 3375, Section 3, 2015). Our institutional efforts to increase our recruitment, retention, and graduation of the most excellent educators from underrepresented backgrounds, therefore, will be directed to increasing educational access and opportunities and providing inclusive learning environments for our students.

Planning Process

Our work to create this institutional plan began in September 2015. The plan is a living document that is the result of seven months of research, data gathering, conversations, and meetings. The dean and assistant dean for equity and inclusion convened meetings and individual conversations with COE administrators, faculty, staff, students, and governance committees including, but not limited to, the dean's leadership team, the dean's faculty advisory committee, college department heads, college consortium, the dean's student advisory board, and the college student diversity affairs committee. In addition, local and state school district administrators and teachers assisted with the development of this plan. The focus of these ongoing discussions was on identifying our current institutional strengths, resources, weaknesses, and missed opportunities in educator preparation and creating institutional objectives and strategies to optimize our capacities and reduce our deficits.

During the institutional planning process, we also used state reports on the status of educator training in Oregon^{11,12}; research on key national trends in post-secondary enrollment and diversity in higher education^{6-10,13}; student, staff, and faculty data collected by the University of Oregon Office of Institutional Research; and student survey data collected by the University of Oregon Graduate School and our college. All of these data sources informed the development of the key objectives, goals, and strategies that comprise this institutional plan.

Key Objectives and Goals

The overarching aim of this institutional plan is to **increase the number of racial/ ethnic minority students, and students for whom English is not a first language, who are admitted, enroll, and graduate from our COE educator preparation programs and serve as educational leaders who make a significant impact in our schools, communities, and discipline.**

To achieve this aim, we will pursue two key objectives: to increase educational access and opportunities and provide an inclusive learning environment. This document details the goals and strategies that we will pursue to achieve these objectives and the metrics and timelines that we will use to evaluate our progress.

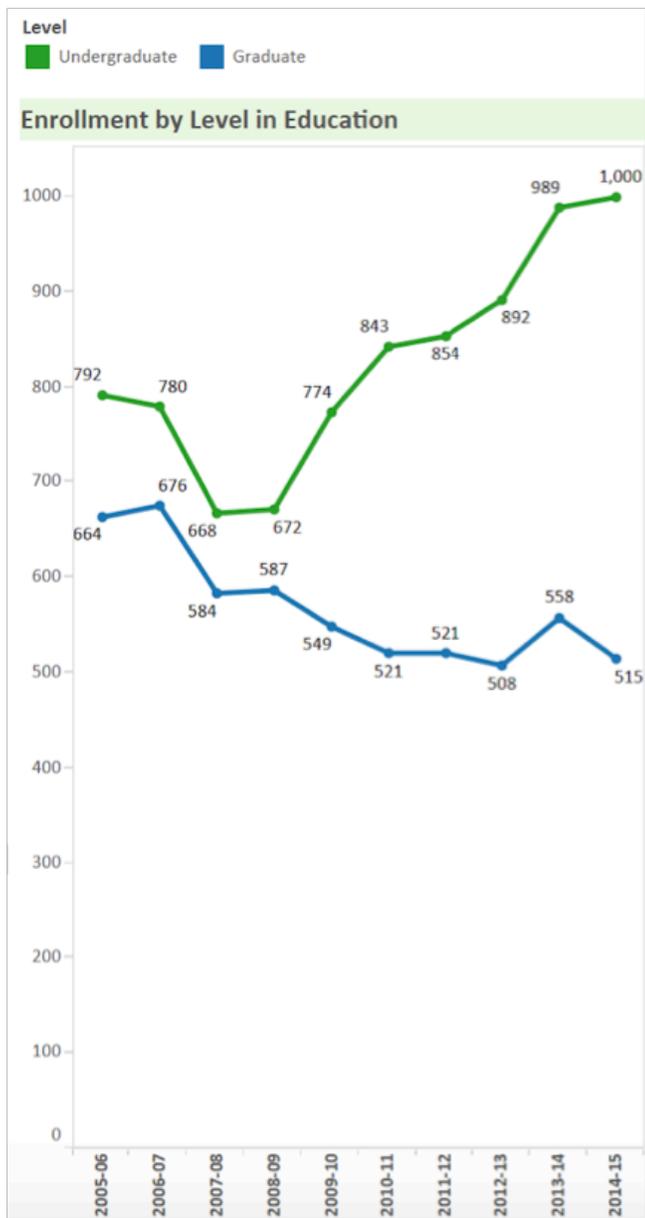


Current Student Enrollment in the COE

We are honored that our efforts to recruit more graduate students of color and first generation college students have been recognized and rewarded institutionally. Four graduate programs within the COE itself ranked in the top 20 or top 20 percent in 2016. The UO Graduate School also awarded nine doctoral fellowships to three of our educator preparation graduate programs to recruit top graduate candidates from underrepresented groups. These fellowships are awarded annually based on assessment of graduate programs on the following metrics: degree completion rate, time-to-degree, admission selectivity, percentage of students enrolled, demographic diversity of program, GRE scores, and program quality. Our educator preparation graduate programs will continue to improve along each of these metrics to recruit the most exceptional educator preparation students from underrepresented groups.

Figure 1 shows our COE undergraduate and graduate enrollment trends from 2005-2015. These data show that we need to redouble our efforts to increase student enrollment in our educator preparation graduate programs, including increasing our enrollment capacities and transitioning our undergraduate majors into our graduate programs.

Figure 1. Trends in COE enrollment.



Figures 2–5 show trends in COE student enrollment by race, international student status, and Pell Grant eligibility from fall 2005 to fall 2015. These data show that the COE has consistently improved during the past ten years at enrolling more undergraduate students of color, and more recently we have improved our efforts to matriculate graduate students of color. These data also show that we have made more consistent improvements in enrolling students who are eligible for Pell Grants. In contrast, we must direct greater attention to becoming a global leader in educator training and reverse the downward trend in international student enrollment.

Figure 2. COE enrollment trends by race from fall 2005 to fall 2015.

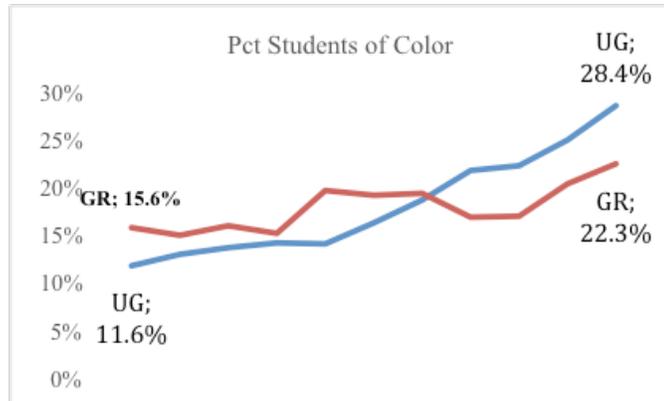


Figure 3. COE enrollment trends by international student status from fall 2005 to fall 2015.

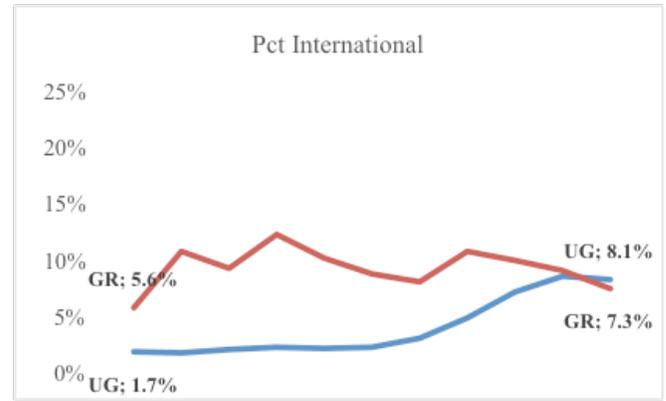


Figure 4. Total college enrollment by race from fall 2005 to fall 2014.

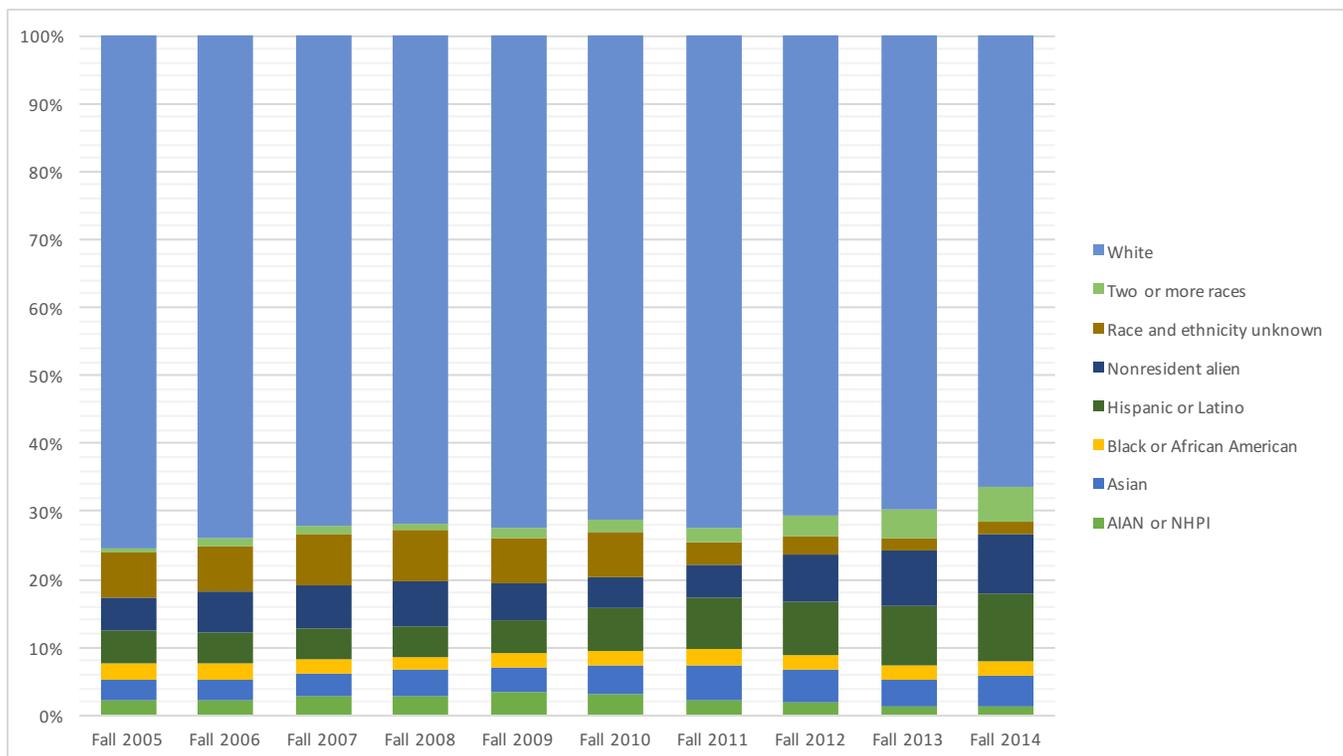


Figure 5. COE enrollment trends by student Pell Grant eligibility from fall 2005 to fall 2015.

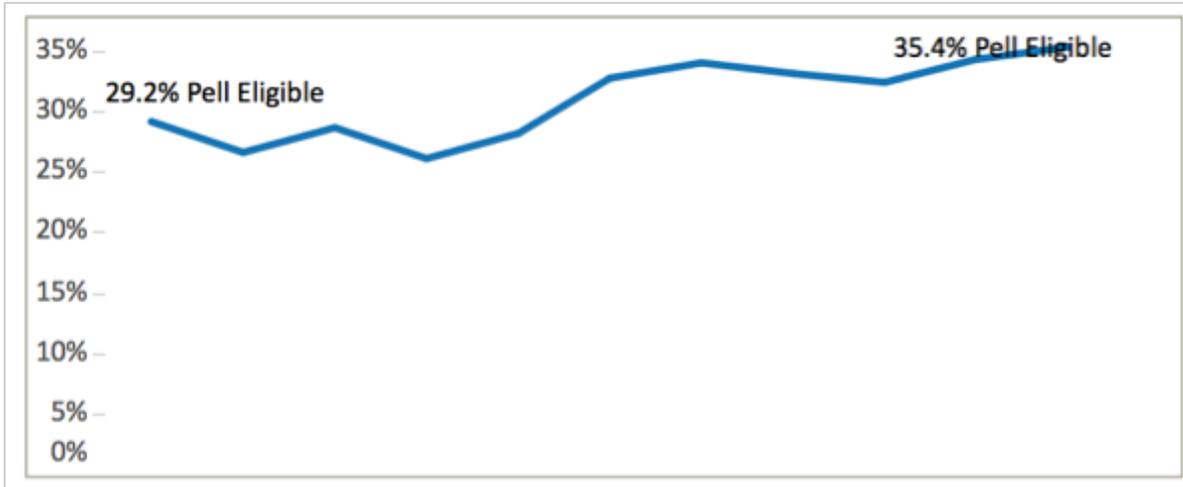
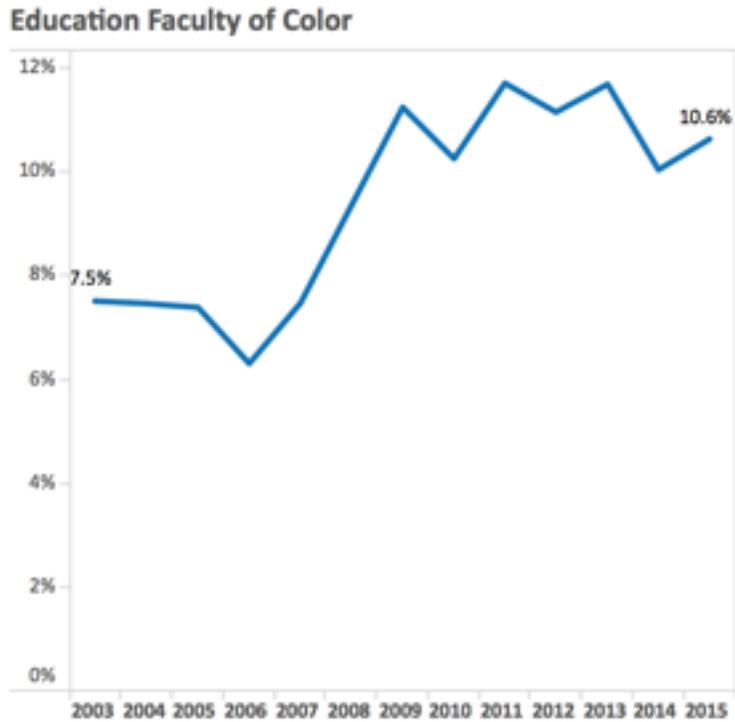


Figure 6. COE faculty from underrepresented groups from 2003–2015.



Objective 1: Increase educational access and opportunities

To increase educational access and opportunities for underrepresented students we will focus on increasing student funding, expanding student access to degree programs, and increasing curricular offerings. We expect that new courses and degree programs as well as diversification of the modalities, times, and locations of our courses will reduce institutional barriers to access and increase curricular opportunities. We will pay particular attention to offering degree options that do not extend students' academic timelines and increase financial burden. Our overall accountability metric is a continual increase in the proportion of students from underrepresented groups enrolled in our educator preparation programs over the next five years.

GOAL	STRATEGY	METRICS AND TIMELINE	LEAD STAKEHOLDER
1) Increase funding for educator preparation students from underrepresented groups	<ul style="list-style-type: none"> Procure funding designated for educator preparation, with funds earmarked for students from underrepresented groups or matriculating from programs like the minority teacher Pathways in Education Lane County Facilitate NA/AI COE students' participation in the Future Stewards Program; a joint effort between the UO and federally recognized Oregon tribes to fund NA/AI students' education 	<p>Advancement efforts have already begun and will continue over the next five years.</p> <ul style="list-style-type: none"> Quarterly reporting of advancement activities Annual reporting of new scholarships, grants, or other relevant funds Annual participant tracking of the Future Stewards Program 	Dean, Director of Development
2) Expand students' access to degree programs	<ul style="list-style-type: none"> Offer multiple admissions program deadlines to increase applicant pools and expand enrollment capacity Offer more courses that use different modalities (e.g., on-line, hybrid) to meet the needs of an increasingly diverse student body Deliver programs and courses in targeted geographic regions to increase educational access to underrepresented groups 	<p>Planning efforts are already underway with anticipated roll-outs for 2017-2018.</p> <ul style="list-style-type: none"> Term reporting of the percentage of courses taught by modality type Annual tracking of the number of new program sites 	Associate Dean for Academic Affairs
3) Expand curricular offerings	<ul style="list-style-type: none"> Develop new courses and degree programs with other UO academic units Provide opportunities for faculty to feature their disciplinary expertise in areas of diversity, equity, and inclusion Expand program and curricular offerings that prepare graduates to serve culturally and linguistically diverse communities Create partnerships with Oregon high schools to offer college preparatory classes that serve our communities and strengthen our post-secondary pipeline 	<p>Planning efforts are already underway with anticipated roll-outs for 2017-2018.</p> <ul style="list-style-type: none"> Prioritize hiring of faculty in Indigenous Studies and Spanish-language educator preparation Annual reporting of enrollment in the Sapsik^walá Teacher Education program, ESOL, and other linguistic/cultural programs Annual tracking of the number of new high school partnerships with course offerings 	Associate Dean for Academic Affairs, Assistant Dean for Equity and Inclusion

Current Efforts

We are engaged in several efforts currently to increase educational access and opportunities for our students. These efforts include, for example:

- The dean created the first assistant dean for equity and inclusion position on our campus. The charge of this position is to help the COE incorporate equitable and inclusive practices across our instructional, training, service, and research activities.
- Because of the commitment and generosity of our dedicated donors, 60% of student applicants received scholarship funding during 2015-16 as compared to 50% of student applicants the prior year.
- Faculty member Christopher Murray, PhD, was awarded a US Department of Education grant that will provide doctoral training to scholars who will be prepared to respond to the needs of NA/AI students with disabilities. Training begins 2016-17.
- We have a growing Spanish language certification option that allows Spanish-speaking students to receive additional training and supervision with Spanish-speaking clients/students.



Objective 2: Provide an inclusive learning environment

To provide an inclusive learning environment for our students we will hire, retain, and advance more faculty and staff from underrepresented groups; enhance faculty and GTF instruction; and improve our student academic resources. The responsibility of training and graduating educators from underrepresented groups does not belong solely to our ethnic minority faculty and staff. Building a community of faculty and staff from underrepresented groups, however, who can serve as mentors, advisors, supervisors, and instructors is essential to recruiting and graduating exceptional educators from underrepresented groups. We expect that by having a more representative faculty and staff, providing exceptional instruction and engaging student experiences, and increasing academic support, we will improve students' academic persistence and performance. Our overall accountability metrics are the retention, graduation, and satisfaction of our students. Over the next five years, we want to increase these metrics among our underrepresented students so that they are on parity with students well represented in our student population.

GOAL	STRATEGY	METRICS AND TIMELINE	LEAD STAKEHOLDER
1) Hire, retain, and advance more faculty and staff from underrepresented groups	<ul style="list-style-type: none"> • Create best practice toolkits for faculty and staff hiring and advancement to guide inclusive and equitable practices • Facilitate COE faculty and staff participation in professional development and advancement programming (e.g., UO Faculty Fellows retention and advancement program; employee resource group programs) • Expand recruitment/advertisement efforts of faculty and staff positions 	<p>Efforts have already begun to develop resource materials for roll-out in 2017-2018.</p> <ul style="list-style-type: none"> • Annual reporting of racial/ethnic/linguistic diversity of faculty and staff • Participant tracking in targeted professional development efforts • Annual reporting of the diversity of applicant pools 	Dean, Associate Dean for Research and Faculty Development, Assistant Dean for Equity and Inclusion
2) Enhance faculty and Graduate Teaching Fellows' (GTFs) instruction	<ul style="list-style-type: none"> • Implement a review of core curricula for pedagogical practices and curricular content that promote culturally responsive instruction and inclusive learning environments • Facilitate faculty and GTF use of the UO Teaching Effectiveness Program (TEP) to develop their pedagogy and course content • Create GTF orientation, training, and supervision efforts with relevant campus units to advance GTF instructor competencies 	<p>Efforts are underway and will continue over the next five years</p> <ul style="list-style-type: none"> • Term reports of findings from the bias review process • Annual review of course evaluations • Annual review of COE and graduate school exit survey data • Implement survey review process for GTF training 	Associate Dean for Academic Affairs, Assistant Dean for Equity and inclusion
3) Improve student academic support resources	<ul style="list-style-type: none"> • Implement a review of key student learning and performance assessments for bias • Coordinate with other UO units to improve the accessibility, quality, and centralization of student academic advising, tutoring, and career development services • Insure accessibility and availability of academic resources (i.e., program information, funding opportunities) • Provide learning environments that are inclusive and connect students with peers and faculty • Develop global partnerships that allow students to study in different languages and cultures 	<p>Efforts are underway and will continue over the next five years</p> <ul style="list-style-type: none"> • Annual report of bias findings from assessment review • Utilization reports of the student success platform • Annual review of the COE and graduate school exit surveys • Biannual review of the COE Student Experience Survey • Annual tracking of high impact student experiences 	Assistant Dean for Equity and Inclusion, Director of Institutional Assessment

Current Efforts

Our COE community is engaged in several efforts to provide inclusive learning environments for students:

- We are better tracking our faculty and staff recruitment and retention efforts owing to the presence of our new director of institutional assessment who tracks faculty hiring and admission decisions, for example, to ensure that we are not engaging in systematic, although unintentional bias.
- The college's UOTeachOUT continues to be a grand success—a series of anti-oppressive teacher education outreach events, forums, and activities that take place annually. This series of public pedagogy faculty and student projects is designed and enacted by Department of Education Studies seniors and graduate students enrolled in a seminar course. Some projects are linked to regional middle and high school gay straight alliance and queer alliance clubs. Other projects are linked to statewide educational leaders, and still others are linked to national research on relevant topics annually.
- We continue to build strong partnerships with the NAACP of Lane County, Blacks in Government, and other community and UO affinity groups to co-sponsor and co-host professional development and equity and inclusion events for students, staff and faculty.
- We started the **Our Space** art initiative to bring into our COE learning spaces artwork and performance that reflects the diversity of our COE student community and the diversity of the children and families our graduates will serve.
- Our Educational Methodology, Leadership, and Policy Department offers an Equity Leadership Fellows Program. It will reward excellent students who wish to understand and address how individual differences and structural inequities create disparities in outcomes for culturally and linguistically diverse populations of students, schools, and communities.



COE Resources Committed to Diversity, Equity and Inclusion Efforts

ANNUAL BUDGET	PURPOSE	JUSTIFICATION	FUTURE NEEDS
\$71,780	10-month salary and benefits for .40FTE assistant dean for equity and inclusion position	The assistant dean position was created in 2015 to advance the intellectual and civic excellence of our students, faculty, and staff by insuring equitable and inclusive practices across our instructional, training, service, and research activities. It is the only position of its kind on our campus. This position is funded by the COE general fund.	Sustain this position long term.
\$82,064	Sapsik'wáá Teacher Education project	This Native American/American Indian educator preparation program was funded originally by a US Department of Education grant and was a vibrant program with 25+ NA/AI educator preparation students. Grant funding was lost in 2015 and the COE has provided funding to continue the project at a smaller scale.	Want to grow the Sapsik'wáá Teacher Education project into a vibrant, large educator preparation program again for NA/AI students. More funds are needed to increase tenure-track faculty to deliver the program, scholarships to fund large cohorts of students, and to provide program staff support.
\$91,824 (startup) \$158,645 (salary and benefits)	Average cost in 2014-15 per new faculty hire. A total of eight new faculty were hired in 2014-15.	The COE provides all new faculty with start-up support. Faculty from underrepresented groups are eligible for additional support from the underrepresented minority recruitment program.	Need to increase funds to meet growth of our tenure-track faculty and to compete nationally and internationally for the best scholars. An institutional priority is to increase the number of tenure-track faculty we hire in the COE, with emphasis on hiring faculty from underrepresented groups. We anticipate over the next two years hiring ten additional tenure-track faculty members.

ANNUAL BUDGET

\$593,455

PURPOSE

COE student scholarships

JUSTIFICATION

Scholarship money distributed to 101 COE students in 2015-16.

FUTURE NEEDS

Need to increase funds to match increased student enrollment goals identified in this institutional plan. Current scholarship amounts range from \$500-\$5,000 and cover less than 20% of graduate tuition and fees for one year.

\$20,000

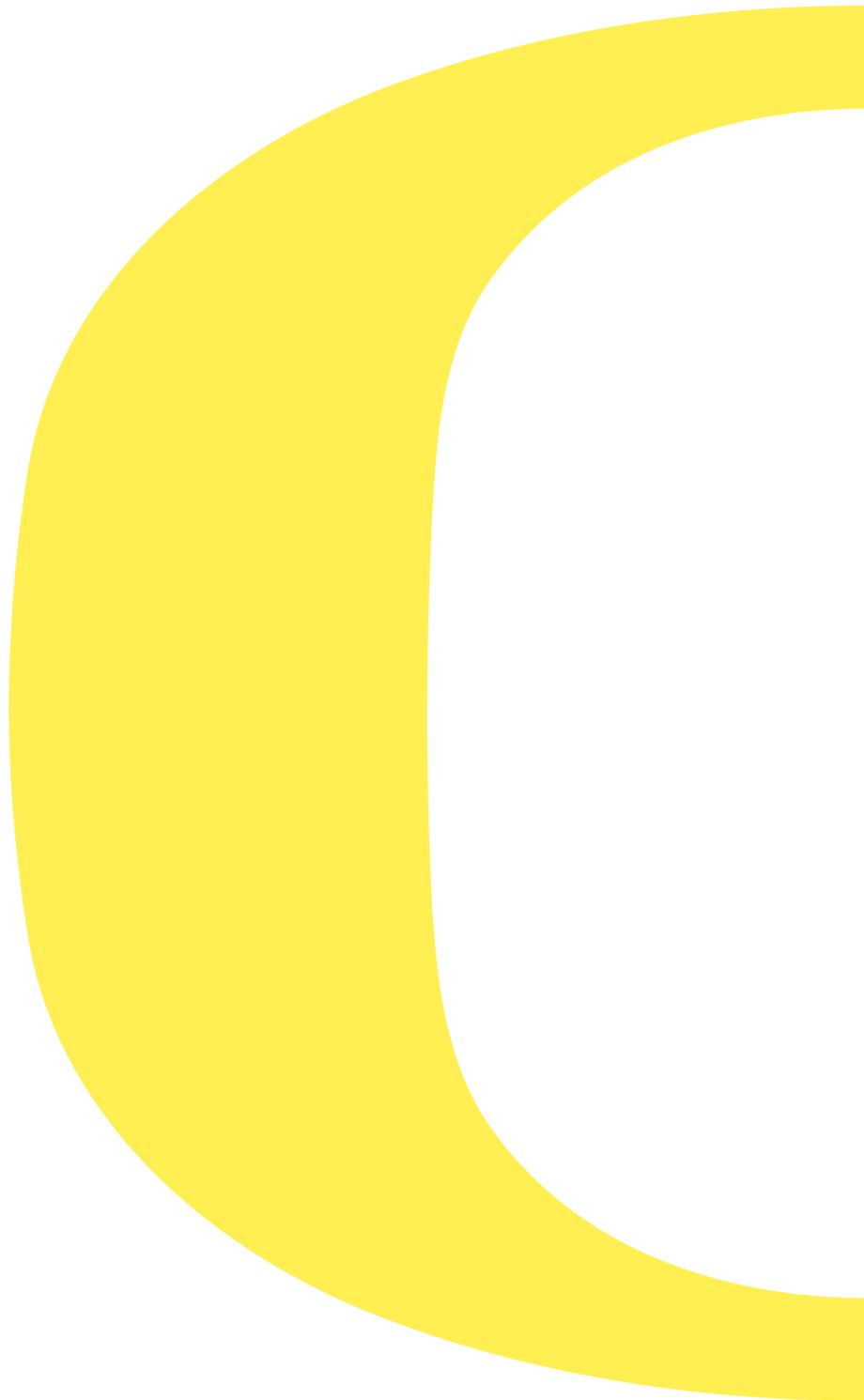
Sponsorship or co-sponsorship of faculty, staff, and student professional development and equity and inclusion activities

Funds were used this year to sponsor more than ten new professional development and equity and inclusion events for our COE community.

Need to increase funds to continue professional development that enhances our faculty excellence and students' experiences—two primary institutional priorities.

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May 18, 2016

Dr. Randy Kamphaus
Dean, College of Education
170 Lokey Education Building
Eugene, OR 97403-1215

Dean Kamphaus:

Thank you for your time at the April 13, 2016, meeting of the Board of Trustees' Academic and Student Affairs Committee (ASAC). ASAC was proud to review the College of Education's (COE) "Educator Equity in Teacher Preparation: Institutional Plan", a plan and report required by 2015 legislation.

The Committee found your report and presentation thoughtful, insightful, and filled with opportunity for the COE, the UO, and the state as a whole. As a result, trustees endorsed the plan for submission to the Higher Education Coordinating Commission as a next step. Please accept this communication – sent on behalf of Board Chair Lillis and ASAC Chair Mary Wilcox – as official notice of such endorsement.

Also, just for your records, trustees received the updated report following that meeting via email and the updated version is posted online as a supplement to the original meeting materials.

Please let my office know if you have any questions, and I look forward to following your progress on this important issue.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Angela Wilhelms'.

Angela Wilhelms
University Secretary
Secretary to the Board

CC: Chuck Lillis, Chair
Mary Wilcox, ASAC Chair
Scott Coltrane, Provost

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Western Oregon
UNIVERSITY

**Western Oregon University
College of Education**

**Educator Equity in Teacher Preparation
Institutional Plan
In accordance with HB 3375**

April 1, 2016

(Approved by WOU Board of Trustees, April 27, 2016)

Introduction and context

Western Oregon University has a 150-year history and tradition of excellence in educator preparation. Known previously as Oregon Normal School and Oregon College of Education, our identity is tied directly to educator preparation. Western’s College of Education (COE) is consistently one of the largest producers of teachers in the state, has earned numerous accolades and recognitions for this excellence, and has held national accreditation, continuously, since 1954. Throughout this time, we have valued the diversification of the educator workforce and the preparation of teachers able to help all children learn and grow. Western is pleased to submit this plan, pursuant to HB 3375, as a record of our commitments in these areas.

Note: HB 3375 includes efforts to increase the diversity of both the educator workforce and the administrator workforce. As Western Oregon University does not prepare administrators, our plan is focused on teachers.

“The goal of the state is that the percentage of diverse educators employed by a school district or an education service district should reflect the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district” (ORS 342.437 as amended by HB 3375, Section 3, 2015).

According to Oregon Teacher Standards and Practices Commission, the following portrait of linguistically and culturally diverse completers at WOU is as follows (2015-2016 values are estimates). Data reflect that the proportion of white completers ranges from a high of 92% in 2013-2014 to 86% in 2015-2016 – confirming our early efforts to diversify our student pool appears to be moving in the desired direction.

	<u>White</u>	<u>American Indian/ AK Native</u>	<u>Asian</u>	<u>Black/ African American</u>	<u>Hispanic/ Latino</u>	<u>Native Hawaiian Pacific Islander</u>	<u>Two or More Races</u>	<u>Other or Not Specified</u>	<u>% Non- White</u>
2011-2012	155	2	6	0	9	0	3	3	11.1%
2012-2013	142	2	1	0	9	0	4	13	9.3%
2013-2014	124	0	1	0	4	1	2	3	6.0%
2014-2015	85	0	2	0	5	2	0	3	9.3%
2015-2016	102	2	1	0	8	0	0	5	9.7%

Diversity of current students at WOU

The table below shows the percentage of non-white students enrolled in various stages of educator programs as well as for all of WOU. As of now, it is fairly uncommon for international students to be enrolled in educator programs because of the significant licensure test requirements that are only offered in English. The all WOU numbers include international students (who account for approximately 5% of university enrollment) but, in all cases, there are considerably more non-white students studying in other programs at Western than in educator programs. More troubling, there is a significant decrease in each year between the percentages of non-white students in pre-education courses than in initial licensure courses. This suggests that WOU may not have an enrollment problem in educator programs but rather a retention problem. 2014-2015 and 2015-2016 analyses must be added to this table before significant conclusions can be drawn. (All student data pulled from WOU Institutional Research data sources.)

Percentage non-white students

	<u>09-10</u>	<u>10-11</u>	<u>11-12</u>	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>	<u>15-16</u>
Students in pre-education	19.5	19.1	17.8	17.2	19.5	16.9	22.0
Students in initial licensure	14.2	15.5	12.5	9.7	14.3	8.9	13.6
Students in advanced programs	13.6	13.8	17.6	14.5	20.6	20.0	23.6
All WOU students	26.4	26.5	27.1	28.2	29.3	26.4	29.6

Diversity of current faculty at WOU

One factor that may be related to our ability to recruit, retain, and graduate linguistically and culturally diverse education students is the degree to which our faculty are also diverse. The most recent analysis available can be found below (Data, WOU Office of Human Resources). The table shows both tenure track and non-tenure track data in educator preparation as well as comparison information for Western Oregon University in total. Examination shows that while the percentage of non-white faculty at Western Oregon University has hovered at 14%, the percentages of non-white faculty in educator preparation have moved from slightly above to slightly below this with a higher of nearly 20% for non-tenure track faculty members in 2013-2014 to a low of 5% for tenure track faculty members in 2011-2012. Recent data from 2014-2015 and 2015-2016 must be added before strong conclusions can be reached. Although since 2011 the university faculty has become diverse we recognize that if we intend to increase the percentage of linguistically and culturally diverse education students at Western, we should also seek to more dramatically diversify the faculty. Recent collective bargaining efforts to redirect more of the total funding available for faculty compensation to starting assistant professor salaries, will improve WOU’s ability to compete for recruitment of diverse faculty.

	Teacher Prep Tenure Track n = x (%)						Teacher Prep Non-Tenure Track n = x (%)					
	2013-14		2012-13		2011-12		2013-14		2012-13		2011-12	
Hispanic or Latino	2	9.1%	1	5.6%	1	5.0%	3	6.5%	2	3.8%	2	4.0%
American Indian or Alaskan	0	0.0%	0	0.0%	0	0.0%	1	2.2%	1	1.9%	0	0.0%
Asian	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Black or African American	1	4.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	2.0%
Native HA or Pacific Island	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	19	86.4%	17	94.4%	19	95.0%	37	80.4%	45	86.5%	45	90.0%
Two or more races	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Race/ethnicity unknown	0	0.0%	0	0.0%	0	0.0%	5	10.9%	4	7.7%	2	4.0%
Total	22	100.0%	18	100.0%	20	100.0%	46	100.0%	52	100.0%	50	100.0%
male	5	22.7%	13	72.2%	8	40.0%	17	37.0%	21	40.4%	19	38.0%
female	17	77.3%	5	27.8%	12	60.0%	29	63.0%	31	59.6%	31	62.0%
Total	22	100.0%	18	100.0%	20	100.0%	46	100.0%	52	100.0%	50	100.0%

	All COE Faculty n = x (%)						All WOU Faculty n = x (%)					
	2013-14		2012-13		2011-12		2013-14		2012-13		2011-12	
Hispanic or Latino	6	4.7%	8	6.0%	5	4.5%	22	4.4%	21	4.4%	17	3.6%
American Indian or Alaskan	1	0.8%	1	0.8%	1	0.9%	2	0.4%	2	0.4%	3	0.6%
Asian	2	1.6%	1	0.8%	0	0.0%	11	2.2%	10	2.1%	11	2.3%
Black or African American	2	1.6%	2	1.5%	2	1.8%	8	1.6%	6	1.3%	7	1.5%
Native HA or Pacific Island	0	0.0%	0	0.0%	0	0.0%	1	0.2%	1	0.2%	1	0.2%
White	110	85.9%	112	84.2%	98	88.3%	431	86.0%	412	86.4%	407	86.4%
Two or more races	0	0.0%	2	1.5%	2	1.8%	2	0.4%	2	0.4%	2	0.4%
Race/ethnicity unknown	7	5.5%	7	5.3%	3	2.7%	24	4.8%	23	4.8%	23	4.9%
Total	128	100.0%	133	100.0%	111	100.0%	501	100.0%	477	100.0%	471	100.0%
male	32	25.0%	42	31.6%	37	33.3%	226	45.1%	218	45.7%	223	47.3%
female	96	75.0%	91	68.4%	74	66.7%	275	54.9%	259	54.3%	248	52.7%
Total	128	100.0%	133	100.0%	111	100.0%	501	100.0%	477	100.0%	471	100.0%

Aligned initiatives at WOU

Relative to educator preparation, faculty in the College of Education have invested significantly in building a culture supportive of diversity and therefore aligned to the goals of HB3375.

COE Diversity Committee and the COE Diversity Action Plan. During the 2014-2015 academic year, the College of Education re-initiated an inactive Diversity Committee. This group meets quarterly to guide diversity related initiatives across academic programs within the College, seeks to interface effectively with the University Diversity Committee, and develops, implements, and assesses a professional development plan relative to faculty, staff, and students around diversity and inclusivity outcomes. One of the major tasks of this group has been to develop a comprehensive COE Diversity Action Plan that exists, at this time, in draft. This group will move forward in its work further articulating and enacting this plan.

COE Faculty Professional Development Relative to Required ELL Standards. Teachers Standards and Practices Commission voted to include a rigorous set of standards relative to English Language Learners into all initial licensure programs in 2013-2014. These standards must also be met, through professional development, by faculty working in educator preparation programs. The College of Education submitted its plan for professional development relative to these ELL standards to Teacher Standards and Practices Commission in late December 2015 and is in the process of implementing plans now.

TeachOregon and the work of the Salem-Keizer Collaborative. During 2009-2010, faculty from Willamette University, Corban University and Western Oregon University began systematic and strategic collaborations with Salem-Keizer School District on the quality of educator preparation and PK-12 student learning. During the 2013-2014 year, the Chalkboard Project funded the SK Collaborative through a TeachOregon grant. This grant has many foci including recruiting, retaining, and graduating a more diverse educator workforce. Through this work, several innovations have been initiated and will be used strategically in implementation of this plan. These innovations include the Bilingual Teacher Scholars program and the Cadet Teacher program – each described below.

Bilingual Teacher Scholars program. During winter 2016, Western admitted the second cohort of Bilingual Teacher Scholars in collaboration with several partner school districts and Chemeketa Community College. This “grow your own” model braids resources from WOU (remission and scholarships) with resources from sponsoring school districts (in the form of after school program wages) to help culturally and linguistically diverse education majors earn teacher licensure. This program will be a major mechanism by which target pre-education majors are recruited and retained at Western.

Cadet Teacher Program in Salem-Keizer School District. As a part of the TeachOregon work previously mentioned, we will continue to collaborate with teachers and students in the Cadet Teacher Program as a means to recruit additional linguistically and culturally diverse high school students into pre-education majors.

Chemeketa Community College collaboration. During summer 2016, the Division of Teacher Education re-purposed existing resources in collaboration with the COE Dean’s Office to hire two, full-time academic advisors specific to pre-education. One of these academic advisors is bilingual and will be crucial to quality advising and recruitment at community and family events. These advisors have also taken the lead on updating and extending materials to support the articulation agreement between Chemeketa Community College and Western for pre-education majors.

Part I: Identification of specific, measureable goals

In recognition of current efforts, current status, and best predictions, Western Oregon University adopts the following major goal:

MAJOR GOAL: Beginning in 2016-2017, demonstrate a 5% point increase in the graduation of culturally and linguistically diverse educators, each year, until 2021-2022 when 35% point is achieved.

Many minor goals are identified in Part II: Identification and description of strategies to impact progress toward goals. We will use these minor goals to monitor progress but all are in service of the major goal identified above.

Baseline Years

2014-2015 Recruit 30 culturally and linguistically diverse education majors to WOU.

2015-2016 Recruit 40 culturally and linguistically diverse education majors to WOU.
Retain 80% (2015-2016 class) freshmen to sophomore.

Target Years

2016-2017 Recruit 50 culturally and linguistically diverse education majors to WOU.
Retain 80% (2016-2017 class) freshmen to sophomore.
Retain 70% (2015-2016 class) freshmen to junior.
Target graduation = 10% culturally and linguistically diverse educators.
Target graduation = 150 initial licensure, at least 15 culturally and linguistically diverse.

- 2017-2018 Recruit 60 culturally and linguistically diverse education majors to WOU.
 Retain 80% (2017-2018 class) freshmen to sophomore.
 Retain 70% (2016-2017 class) freshmen to junior.
 Admit 60% (2015-2016 class) to educator preparation program.
 Target graduation = 15% culturally and linguistically diverse educators.
 Target graduation = 150 initial licensure, at least 23 culturally and linguistically diverse.
- 2018-2019 Recruit 70 culturally and linguistically diverse education majors to WOU.
 Retain 80% (2018-2019 class) freshmen to sophomore.
 Retain 70% (2017-2018 class) freshmen to junior.
 Admit 60% (2016-2017 class) to educator preparation program.
 Graduate 50% (2015-2016 class, 4-year graduation rate)
 NOTE: Current 4-year completion = 12.15%
 Target graduation = 20% culturally and linguistically diverse educators.
 Target graduation = 150 initial licensure, at least 30 culturally and linguistically diverse.
- 2019-2020 Recruit 75 culturally and linguistically diverse education majors to WOU.
 Retain 80% (2019-2020 class) freshmen to sophomore.
 Retain 70% (2018-2019 class) freshmen to junior.
 Admit 60% (2017-2018 class) to educator preparation program.
 Graduate 50% (2016-2017 class, 4-year graduate rate).
 Target graduation = 25% culturally and linguistically diverse educators.
 Target graduation = 160 initial licensure, at least 40 culturally and linguistically diverse.
- 2020-2021 Recruit 75 culturally and linguistically diverse education majors to WOU.
 Retain 80% (2019-2020 class) freshmen to sophomore.
 Retain 70% (2018-2019 class) freshmen to junior.
 Admit 60% (2017-2018 class) to educator preparation program.
 Graduate 60% (2016-2017 class (4-year graduation rate).
 Graduate 80% of 2015-2016 class (6-year graduation rate).
 NOTE: Current 6-year completion = 44.31%
 Target graduation = 30% culturally and linguistically diverse educators.
 Target graduation = 160 initial licensure, at least 48 culturally and linguistically diverse.
- 2021-2022 Recruit 75 culturally and linguistically diverse education majors to WOU.
 Retain 80% (2019-2020 class) freshmen to sophomore.
 Retain 70% (2018-2019 class) freshmen to junior.
 Admit 60% (2017-2018 class) to educator preparation program.
 Graduate 50% (2016-2017 class, 4-year graduation rate).
 Graduate 80% of 2016-2017 class (6-year graduation rate).
 Target graduation = 35% culturally and linguistically diverse educators.
 Target graduation = 160 initial licensure, at least 56 culturally and linguistically diverse.

Repeat indefinitely while maintaining at least 35% culturally and linguistically diverse educators. These are ambitious goals and will require close cooperation with our feeder school districts and community

colleges and will also depend upon adequate state funding to permit tuition/fee remission grants to this financially more in need population.

Part 2: Identification and description of strategies to progress toward major goal

To accomplish this goal, Western Oregon University will continue to invest – as funding permits – in several promising strategies that will align with strategic priorities of our school district partners including:

MAJOR GOAL: Beginning in 2016-2017, demonstrate a 5% point increase in the graduation of culturally and linguistically diverse educators, each year, until 2021-2022 when 35% of all initial licensure candidates will be culturally and/or linguistically diverse.

Goal #1: Recruit increasing numbers of culturally and linguistically diverse education majors.

Task #1: Continue the Bilingual Teacher Scholars program in partnership with Salem-Keizer SD, Hillsboro SD, Central SD, Corvallis SD, Chemeketa Community College, and other interested partners.

- Recruit, select, and admit annual cohorts of Bilingual Teacher Scholars in accordance with the plans and agreements as developed and reviewed annually by the BTS Steering Committee.
- Assure fiscal stability of the program (at full capacity).
- Seek to expand the Bilingual Teacher Scholars program with interested school districts using a “pay to play” model.

Task #2: Partner with the Salem-Keizer Cadet Teacher Program as a pipeline of freshmen education majors.

- Weekly participation of Division of Teacher Education faculty in Salem-Keizer Cadet Program.
- Organize and execute annual campus visits for Cadet teachers to visit educator preparation program at Western.
- Develop materials that partner teachers can distribute to recruit future teachers.

Task #3: Collaborate with Chemeketa Community College and other major feeder programs to recruit education transfer students.

- Create, maintain, and distribute articulation agreements for pre-education majors.
- Provide quarterly advising sessions at Chemeketa for potential pre-education transfer students.
- Invite Chemeketa students to all student professional development events just as though they are WOU students.
- Increase presence on-site at Chemeketa in collaboration with WOU academic advising, financial aid counseling, and admissions.
- Expand as necessary to include other major feeder community colleges.

Task #4: Develop recruiting materials that highlight successful culturally and linguistically diverse educators.

- Develop 2-minute video vignettes highlighting successful diverse graduates and current students.
- Develop full-color, bilingual brochure describing the Bilingual Teacher Scholars program

Task #5: More publicly and consistently demonstrate our institutional commitments to diversity via web, print, and practices.

- Develop a marketing plan that disseminates our institutional values around diversity and inclusivity.
- Produce more marketing materials in multiple languages.
- Invest/support expansion of Latino Advisory Board model to other communities.

Goal #2: Retain culturally and linguistically diverse education majors.

Task #1: Enroll all Bilingual Teacher Scholars in 4-year On-track program.

- Enroll all BTS in 4-year On-track program.
- Connect DTE Academic Advising with On-track program to assure current advising.

Task #2: Develop a strong professional community of Bilingual Teacher Scholars.

- Hold quarterly community building events.
- Provide supplemental advising and academic support.
- Communicate weekly through email alerting students to professional development opportunities.

Task #3: Develop increasing numbers of bilingual courses both in COE and LAS targeting required courses for elementary education majors.

- Develop bilingual math sequence (MTH 211, 212, and 213).
- Develop bilingual history sequence (HST 201, 202, and 203).
- Develop bilingual introductory education core (ED 200).
- Develop other bilingual classes as appropriate.
- Collaborate with LAS faculty members to develop and promote stronger multi-cultural cross-programming opportunities.

Task #4: Improve the quality of academic advising for pre-education majors in the Division of Teacher Education.

- Provide excellence in academic advising.
- Develop outstanding advising materials.
- Provide professional development for DTE faculty.
- Partner with Academic Advising and Learning Center as necessary.
- Partner with the Joint Committee on Educator Preparation as necessary.
- Train all DTE faculty members on Wolf Connection System.

Task #5: Continue to develop the Educator Preparation small grants program to meet the emergency financial needs of students.

- Seek additional donors to this fund.
- Allow use of these funds to pay for educator tests.
- Develop a “service integration” model that matches needs to resources.

Task #6: Continue to explore flexibly delivered preparation programs to accommodate working adults and those in need of a longer transition into teaching.

- Consider options and recommend one or more flexible delivery methods.

Task #7: Develop a faculty and staff workforce that is at least 35% culturally and linguistically diverse.

- Highlight a COE and WOU commitment to the diversification of our employees.
- Develop a strategic plan relative to this goal and pursue it doggedly over many years.
- Partner with strong doctoral programs at minority-serving institutions, with a focus on Hispanic Serving Institutions, in particular.
- Insist bilingual and bicultural staff serve in all units that intersect with students and the public.

Task #8: Continue to increase the cultural competence of faculty and staff through regular, strategic, compulsory professional development.

- Develop and execute a professional development calendar and manage resources accordingly.
- Using the Center for Academic Innovation, improve the capacities of faculty in teaching and learning for an increasing diverse student population.

Goal #3: Admit increasing numbers of culturally and linguistically diverse education majors into initial licensure programs.

Task #1: Reduce required educator assessments as the major barrier to admission to initial licensure programs for culturally and linguistically diverse candidates.

- Provide regular, ongoing, comprehensive educator test prep, one-on-one coaching, tutoring, and error analysis.
- Develop comprehensive resource library.
- Develop peer-tutoring program.

Goal #4: Ensure graduation of increasing numbers of culturally and linguistically diverse education majors across all initial licensure programs.

Task #1: Provide an efficacious educator preparation program focused on success in an increasingly diverse school system.

- Identify clear outcomes used to monitor efficacy of educator preparation relative to issues of diversity and inclusivity.

Progress Monitoring

This plan will be monitored annually by the College of Education Consortium and quarterly by the College of Education Licensure and Clinical Experiences Council. Individual components of the plan will be monitored on the timeline and according to the outcomes identified in the work scope.

Areas of concern

During summer 2015, the educator community worked with Teacher Standards and Practices Commission to eliminate the required Basic Skills tests for educators. There was no evidence that this test had any predictive value for estimated teacher effectiveness upon licensure and there was an ongoing concern it represented a needless barrier to the diversification of the work force. As Oregon ramps up adoption of the nationally normed, teacher performance assessment known as edTPA, TSPC will be required to set an

acceptable cut score prior to the 2017-2018 academic year. Nationally, edTPA has been shown to be as culturally biased as other exams used widely in this country and so TSPC must be mindful to not set scores that inadvertently work against the goals of HB3375.

Similarly, as all Educator Preparation Programs (EPPs) in Oregon will be required to become CAEP accredited by the year 2021, it will become increasingly necessary for EPPs to be able to track graduates to various places of employment and to have access to statewide student performance data (and other teacher performance data) necessary to monitor the effectiveness of graduates in facilitating PK-12 student learning. The state must provide assistance to assure a system for tracking educators and linking their performance data back to EPPs. Without a statewide tracking system and the sharing of employment data with EPPs, programs will have few systematic ways to track preparation efficacy, including that of culturally and linguistically diverse educators and the learning of culturally and linguistically diverse children. This is essential to success of HB 3375 and meeting the goals of the Educator Equity Act.

Acronym Glossary:

BTS – Bilingual Teacher Scholars (WOU education majors)
CAEP – Council for the Accreditation of Educator Programs
COE – WOU College of Education
DTE – WOU Division of Teacher Education
edTPA – Nationally normed teacher performance assessment tool
ELL – English Language Learners
EPP – Educator Preparation Programs
LAS – WOU College of Liberal Arts and Sciences
TSPC – State of Oregon Teachers Standards and Practices Commission



May 2, 2016

Dr. Stephen Scheck
Provost and Vice President of Academic Affairs
Western Oregon University
345 N. Monmouth Ave.
Monmouth, OR 97361

Dear Provost Scheck,

This letter is to confirm that the Western Oregon University Board of Trustees has approved, at its April 27, 2016 meeting, the **Educator Equity in Teacher Preparation Institutional Plan** which has been established in accordance with HB 3375 by the Western Oregon University College of Education.

We hereby authorize you to submit proposal documents for this institutional plan to the Higher Education Coordinating Committee (HECC).

Sincerely,

Ryan Hagemann
Board Secretary