
Docket Item:

Educator Equity Plans 2020-2022

Summary:

In support of the state goal for school districts and education service districts, teacher preparation programs at public universities will plan to **increase the diversity of the teacher candidate pool** through recruitment, retention, and graduation efforts. The Educator Equity Report, published each year and accompanying presentations have come to represent a strident call to action and an annual benchmark for the state related to each stage of talent development in the educator pathway to more closely mirror the demographics of our Pre-K-12 student population. The goal for the university Educator Equity Plans is that the teacher candidate pool will reflect the linguistic and ethnic diversity of the high school graduating class from which they are recruited. In the latest Educator Equity Report (2019) the percentage of ethnically diverse high school graduates was 34% (five year cohort in 2017-2018, p.25) and the percentage of ethnically diverse candidates in educator preparation programs (public and private) was 26%.

Per HB 3375 (2015) section 6, 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 plans.”

The current plans were developed during the 2019-2020 academic year, per guidance issued by the HECC together with Educator Advancement Council (EAC) in December 2019. Drafts were prepared on each campus, and a strategic focus on diverse candidate **retention** in educator preparation programs was identified as a shared priority for the 2020-2022 period. Retention strategies are highlighted in these plans in regards to potential investments and in cultivating a coordinated community of practice among the six public educator preparation colleges. Plans were revised, adopted by Boards, and shared with EAC and HECC staff in March/April 2020.

The focus on retention means leveraging campus wide systems of support for student retention and attention to diverse student candidates in particular. Several significant retention activities that are prevalent in the plans are:

1. Strategic advisory group that guides programs, including student voice in the development of goals and monitoring of progress
2. Integrated teacher recruitment, retention, and placement that includes design features such as grow your own, cohorts, paid practicums
3. Review of curriculum and assessment practices for cultural relevance and bias

Materials:

See attached Educator Equity Plan:

- PSU: Educator Equity in Teacher Preparation: Institutional Plan 2020-2022

Note: The Educator Equity Plans for OSU, SOU, UO and WOU were shared at the May 2020 Commission meeting. EOU’s Educator Equity Plan will be shared at the August 2020 Commission meeting.

Staff Recommendation:

ACTION ITEM Adopt 2020-2022 Educator Equity Plan submitted per HB 3375 for PSU; the plan has been reviewed and approved by the institutions' Governing Board.

Office of the General Counsel
Post Office Box 751 503-725-2640 tel
Portland, Oregon 97207-0751 503-725-2154 fax

April 30, 2020

Sent VIA EMAIL: mlynn@pdx.edu

Dean Marvin Lynn
Dean & Professor
College of Education
PO Box 751
Portland, OR 97207

Re: College of Education Educator Equity Report

Dear Dean Marvin Lynn,

This is to let you know that the College of Education's Educator Equity Report for 2020-2022 was unanimously approved by the Board of Trustees at the April 9, 2020 meeting. I have attached a copy of the report that the Board reviewed and approved.

Sincerely,



Cynthia J. Starke
General Counsel & Secretary to the Board of Trustees
Portland State University

Enclosures: Educator Equity in Teacher Preparation: Institutional Plan 2020-2022

Educator Equity in Teacher Preparation: Institutional Plan 2020-2022

Dr. Marvin Lynn, Dean

Dr. Tina Anctil, Associate Dean for Academic Affairs

Patrick Kelley, Director for Student Services, Marketing, and Communication

Andrés Guzmán, Coordinator of Equity, Diversity, and Inclusion

Steve Micke, Data Coordinator



College of Education

PORTLAND STATE UNIVERSITY

1900 SW 4th Avenue
PO Box 751
Portland, OR 97207-0751
© 2020

Table of Contents

Introduction.....	1
College of Education Mission, Vision, and Imperatives.....	1
Current Enrollment in Initial Teacher, Administrator, and School Counselor Licensure Programs.....	2
Strategies to Recruit and Admit Diverse Candidates and Support Them Toward Completion....	5
Current Completion Rates for Initial Teacher, Initial Administrator, and School Counseling Licensure Programs	5
Student Services, Marketing, and Communication	7
Pipeline Programs to Recruit and/or Retain Diverse Initial Teacher Candidates.....	10
Portland Teachers Program (PTP).....	10
Bilingual Teacher Pathway Program (BTP)	11
American Indian Teacher Program (AITP)	13
Program to Recruit Diverse Administrators	14
Other COE Efforts to Recruit and/or Retain Diverse Initial Teacher Candidates	16
The Multnomah County “Grow Your Own” Educator Pathways Work Group	16
Multnomah-Clackamas Regional Educator Network (MCREN) Coordinating Body.....	17
Diverse Teacher Pathways Consortium.....	17
Strategies to Recruit and Retain Diverse Faculty and Staff that Support Diverse Candidates’ Preparation, Experiences, and Retention	17
Curriculum and Assessment Practices to Retain and Advance Candidates Who Are Well Prepared to Work with Diverse Students and Community	21
Summary of COE Resources Dedicated to Equity, Diversity, and Inclusion	23
Conclusion	25
Appendix A: COE Strategic Plan
Appendix B: 2018-2020 Diversity Plan Outcomes



Introduction

Portland State University (PSU) College of Education’s programs support the goals of advancing educator equity in the State of Oregon. The PSU College of Education (COE) has developed:

1. Strategies and pipeline programs to recruit and admit culturally and/or linguistically diverse candidates;
2. Guidelines to recruit and retain diverse faculty and staff who in turn support the recruitment, retention, and successful induction of diverse teacher candidates into schools;
3. Curriculum and assessment practices that not only engage and retain diverse candidates, but also prepare them to work effectively with diverse students and communities; and
4. Financial and administrative resources dedicated to advancing equity, diversity, and inclusion in our academic programs.

This *COE Educator Equity in Teacher Preparation: Institutional Plan 2020-2022* (hereafter referred to as Educator Equity Plan) summarizes important COE efforts in these areas and presents goals, accomplishments, and future plans. Moreover, this report includes outcomes of the goals outlined in the 2018-2020 COE Diversity Plan listed in Appendix B.

College of Education Mission, Vision, and Imperatives

The College of Education Mission, Vision and Imperatives are closely aligned to the state’s goals of advancing teacher diversity. Our mission is to: “empower educators and human services professionals to engage in visionary thinking and transformative practices within schools and communities.” In that regard, we envision that “educators and counselors” will work together to “create a just and equitable world.” We seek to achieve our mission and vision by emphasizing three key imperatives:

- Prioritize Student Excellence and Success;
- Foster Inclusive Excellence*; and
- Enhance Our Visibility and Impact

Each imperative has a set of objectives and initiatives associated with it that require assessment and measurement activities. A member of the COE leadership is assigned to each imperative and they develop a set of activities that help fulfill the objectives related to each imperative. Please refer to Appendix A for a copy of the COE’s strategic plan.



**We are borrowing from the [University of Denver Center for Multicultural Excellence](#)'s definition: "Inclusive Excellence (IE) is the recognition that a community or institution's success is dependent on how well it values, engages and includes the rich diversity of students, staff, faculty, administrators and alumni."*

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

Table 1 shows the diversity* of matriculated students in the Initial Teacher Preparation programs, the Initial Administrator program, and the School Counseling program. As indicated in the 2019 Oregon Educator Equity Report (p. 25), "[I]f educator preparation programs were able to graduate candidates who mirror the demographics of Oregon's graduating high school student, the pool of traditional age candidates entering the teacher workforce would be more than 34 percent ethnically diverse" to reflect the 2017-2018 five year graduating cohort. For 2019-2020, the College of Education's School Counseling Program exceeded this benchmark by almost nine percentage points. The Initial Teacher Preparation Programs as well as the Initial Administrator Licensure Program did not meet Oregon's 2019 benchmark of ethnically diverse high school graduates.

**In terms of reporting data on "diverse" candidates, the COE relies on how "diverse" is defined in ORS 342.433. For this Educator Equity Plan, the term "diversity" refers to the culturally or linguistically diverse characteristics of people, primarily underrepresented minorities (URM). However, in its policies and practices, the COE recognizes the importance of PSU's broader definition of "diversity," which includes race, gender, ethnicity, culture, age, sexual orientation, religion, political viewpoint, military background, national origin, marital status, or disability.*

Table 1. COE Summary of Program Matriculation Numbers

Program	URM Student %	Time frame
Initial Teacher Preparation Programs	29.1%	Three-year average (2017-2018 to 2019-2020)**
Initial Administrator Licensure Program (IAL)	22.2%	2019-2020
School Counseling Program	42.9%	2019-2020

***A three-year average was used to include programs which admit students every other year.*

Table 2 shows the diversity of matriculated students in Initial Teacher Preparation programs within the COE. These data show that the number of URM students admitted into the COE teacher preparation programs has dipped over the last four years from a high of 33.1% in 2016-2017 to 27.5% in 2019-2020. Of the programs listed in Table 2, the Bilingual Teacher Pathway (BTP) program's latest three-year total of URM student matriculation is the highest (64%). This program fills critical shortages of bilingual teachers in the Portland/Salem area.



Table 2. Initial Teacher Preparation Programs Matriculation Numbers*

		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Three-year total (2013-2014 to 2015-2016)	Three-year total (2017-2018 to 2019-2020)
BTP	Students	20	18	21	38	18	7	**	59	25
	URM	11	13	17	30	11	5	**	41	16
	% URM	55.0%	72.2%	81.0%	78.9%	61.1%	71.4%	**	69.5%	64.0%
EI/ECSE	Students	7	14	**	13	**	13	**	21	13
	URM	1	1	**	3	**	3	**	2	3
	% URM	14.3%	7.1%	**	23.1%	**	23.1%	**	9.5%	23.1%
GTEP	Students	104	150	145	213	194	185	168	399	547
	URM	20	29	38	63	62	54	48	87	164
	% URM	19.2%	19.3%	26.2%	29.6%	32.0%	29.2%	28.6%	21.8%	30.0%
IE2P	Students	23	**	21	**	16	**	8	44	24
	URM	4	**	6	**	6	**	1	10	7
	% URM	17.4%	**	28.6%	**	37.5%	**	12.5%	22.7%	29.2%
SDEP	Students	19	**	19	**	16	**	12	38	28
	URM	6	**	3	**	1	**	5	9	6
	% URM	31.6%	**	15.8%	**	6.3%	**	41.7%	23.7%	21.4%
SPED	Students	24	25	32	47	36	37	48	82	121
	URM	4	4	8	11	11	5	11	16	27
	% URM	16.0%	16.0%	24.2%	25.5%	29.4%	13.5%	22.9%	19.5%	22.3%
VIL	Students	**	5	3	18	**	17	4	8	21
	URM	**	2	0	2	**	3	1	2	4
	% URM	**	40.0%	0.0%	15.8%	**	17.6%	25.0%	25.0%	19.0%
Total	Students	197	212	241	329	280	259	240	651	779
	URM	46	49	72	109	91	70	66	167	227
	% URM	23.4%	23.1%	29.9%	33.1%	32.5%	27.0%	27.5%	25.7%	29.1%

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

**No students were admitted during this year

***The data reported in 2016 included international students; this table does not include them in the URM student count, which has resulted in lower percentages for 2013-2014 to 2016-2017

Table 3 shows the diversity of enrolled students in the COE's administrator preparation programs. The data reveal that URM student matriculation for the Initial Administrator License



(IAL) Program over the past three years has slightly dipped from 28.2% (2017-2018) to 22.2% (2019-2020). The Continuing Administrator License (CAL) program's latest three-year average (21.8%) represents a major increase from the baseline reporting period (14.5%). For 2018-2019, the CAL program's figures represent the highest ever URM student enrollment.

Table 3. Administrator Preparation Matriculation Numbers*

		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Three-year total (2013-2014 to 2015-2016)	Latest three-year total
CAL	Students	45	45	27	34	67	78	**	117	179
	URM	5	7	5	6	10	23	**	17	39
	% URM	11.1%	15.6%	18.5%	17.6%	14.9%	29.5%	**	14.5%	21.8%
IAL	Students	65	62	74	81	39	50	36	201	125
	URM	12	9	9	24	11	14	8	30	33
	% URM	18.5%	14.5%	12.2%	29.6%	28.2%	28.0%	22.2%	14.9%	26.4%
Total	Students	110	107	101	115	106	128	**	318	349
	URM	17	16	14	30	21	37	**	47	88
	% URM	15.5%	15.0%	13.9%	26.1%	19.8%	28.9%	**	14.8%	25.2%

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

**Totals for 2019-20 are not available for CAL. Students are admitted throughout the year. The latest three-year total for CAL was from 2016-17 to 2018-2019

Table 4 shows the diversity of matriculated students in the school counselor preparation program. The data reveal that the three-year average of matriculated URM students has increased substantially (38.3%) when compared to the three-year average reported in the 2016 Diversity Plan (15%). This figure is higher than Oregon's 2019 benchmark of candidates that mirror ethnically diverse high school graduates (34%).

Table 4. School Counselor Matriculation Numbers*

		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Three-year total (2013-2014 to 2015-2016)	Three-year total (2017-18 to 2019-2020)
School Counselor Program	Students	13	13	14	14	16	17	14	40	47
	URM	2	2	2	6	8	4	6	6	18
	% URM	15.4%	15.4%	14.3%	42.9%	50.0%	23.5%	42.9%	15.0%	38.3%

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



Strategies to Recruit and Admit Diverse Candidates and Support Them Toward Completion

Current Completion Rates for Initial Teacher, Initial Administrator, and School Counseling Licensure Programs

Figure 1 shows the percentage of URM and white/unknown students completing an Initial Teacher Preparation program from the 2013-14 to 2017-18 cohorts. These data indicate a slight gap in the completion rate between URM students and white/unknown students for each incoming cohort since 2014-2015.

Figure 1. Initial Teacher Preparation Completion Rates

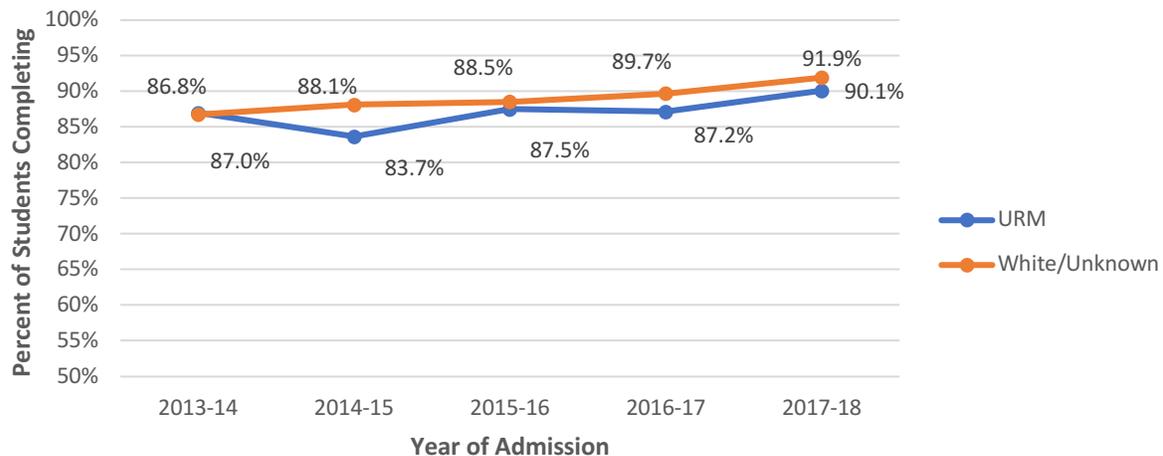


Figure 2 shows the percentage of URM and white/unknown students completing the IAL program from the 2013-2014 to 2018-2019 cohorts. These data indicate a gap in the completion rate between URM students and white/unknown students for each incoming cohort since 2013-2014, except when URM students completed at a higher rate in 2017-2018.



Figure 2. Initial Administrator Licensure Completion Rates

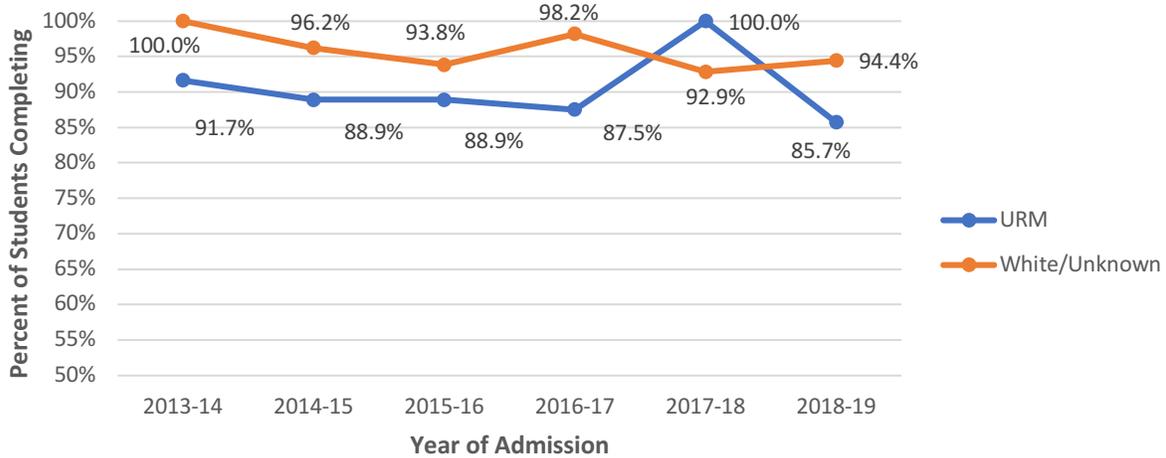
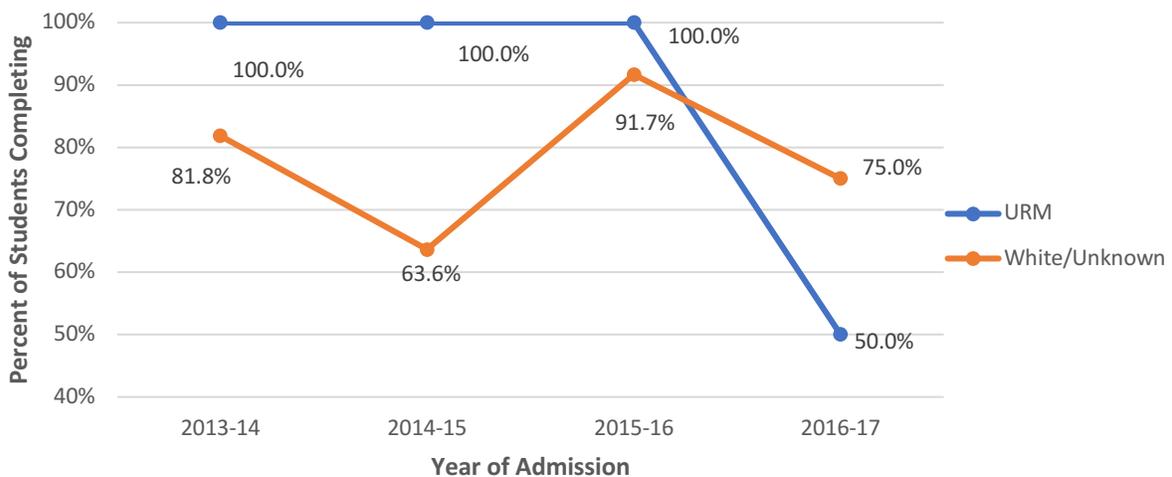


Figure 3 shows the percentage of URM and white/unknown students completing the School Counseling program from the 2013-2014 to 2016-2017 cohorts. These data indicate a gap in the completion rate between white/unknown students and URM students for each incoming cohort since 2013-2014, except for the latest year of data (2016-2017) when URM students completed at a lower rate. The numbers of students enrolled the Department of Counselor Education is intentionally small: the COE typically admits 14 students per cohort. As a result, small shifts in enrollment patterns for students can drastically shift retention rates.

Figure 3. School Counseling Completion Rates



Together, these three figures indicate that the College of Education has shown positive growth in recruiting and matriculating URM students over the past three years as compared to the



previous three-year cycle. Overall retention of URM students has also had a strong three-year trend, especially in our initial teacher licensure program. The COE continues to strive to meet the benchmark set in the Oregon Educator Equity Report; the following sections of this report outline our strategies for how to address this important work.

Student Services, Marketing, and Communication

Newly reconfigured in 2019, The Office of Student Services, Marketing, and Communication (SSMC) is responsible for developing and implementing recruitment and student support activities for new and current students within the COE. In collaboration with program faculty and department chairs, SSMC team members seek to engage prospective students through direct relationship building, outreach, and partnerships with other organizations. Given the SSMC's new structure, the COE is now engaging in targeted marketing activities that will increase interest and potential for enrolling new students into the COE initial teacher preparation programs and administrator preparation programs. Specific effort is placed on attracting and retaining prospective students from culturally and racially diverse backgrounds for all COE programs: refer to Figure 4 and Figure 5. SSMC team members also work with faculty coordinators, advisors, and department chairs to support students through the student lifecycle from initial inquiry to graduation.

Figure 4. 2020-2022 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 URM applicants	<ul style="list-style-type: none">• Use responses from New Student Survey to shape messaging and recruitment communications better, such as adding targeted messaging to social media posts, online advertisements, and the COE website that highlights why diversity in Oregon classrooms is crucial• Create targeted social media ads in additional markets with a higher proportion of diverse populations• In coordination with the Director of Research, SSMC staff will promote and highlight equity and inclusion research in the COE's quarterly newsletter	<ul style="list-style-type: none">• Increase the year-over-year percentage of URM applications to initial teacher preparation programs with the goal of meeting or exceeding the Oregon Educator Equity Report's diversity benchmark



	<ul style="list-style-type: none">• The SSMC team will a) continue to visit PSU courses that have a high percentage of URM students, b) partner with PSU student organizations to promote the teaching profession and, c) partner with PSU departments, such as Diversity and Multicultural Student Services to promote the teaching profession• Run one-month ad campaigns, and track their effectiveness, for the Portland Teachers Program (in collaboration with Portland Community College) and the Bilingual Teacher Pathway Program (BTP), as well as the world languages component of the COE's Graduate Teacher Education Program (GTEP)	<ul style="list-style-type: none">• SSMC will track the number and the effectiveness of each visit
2) Increase the percentage of URM students who enroll in the COE	<ul style="list-style-type: none">• Begin tracking admit-to-enrollment ratio, broken down by demographic and identify URM applicants for more targeted outreach• Highlight accessibility of the COE and the need for diverse teachers on our website and marketing materials• Continue grant-funded initiative that supports candidates from underrepresented groups in special education (DiSE grant)• Partner with local, culturally-specific organizations to create opportunities for their staff interested in the teaching profession to enroll in COE programs• Open BTP more broadly, from recruiting current school district employees to any bilingual teacher applicant.	<ul style="list-style-type: none">• Meet or exceed the percentage of diverse students as compared to the Oregon Educator Equity Report's diversity benchmark• Increase year-over-year enrollment in BTP



<p>3) Expand current retention efforts designed to support the academic success of URM students</p>	<ul style="list-style-type: none"> • Use trending retention data to create culturally-specific retention strategies for a given student demographic • Engage faculty in identifying & implementing student success initiatives for URM students • Improve structure of student advising roles and process • Increase the usage of our writing tutor by promoting directly to URM students • Critically examine and improve pedagogy to focus on equity and inclusion 	<ul style="list-style-type: none"> • Year-over-year growth in student retention rates • A retention report, broken down by demographic group, will be given to Department Chairs quarterly • The COE will begin examining student perception of their advising experience during their program and after candidates exit • Begin tracking usage by demographic • Increase writing tutor appointments by 10% • In partnership with US Prep, the COE will complete curriculum maps for licensure programs to ensure equity and inclusion content is infused throughout • Ongoing curriculum professional development for faculty to increase their efficacy in equity and inclusion dialogue in the classroom
<p>4) Expand current retention efforts designed to support the social and emotional success of URM students</p>	<ul style="list-style-type: none"> • Increase the amount raised for our Emergency Fund by promoting the fund in partnership with the PSU foundation events and by promoting automatic paycheck reductions to PSU employees • Create a proposal for a food pantry to be on-site at the new location of the COE 	<ul style="list-style-type: none"> • Begin tracking retention rates for students utilizing the Emergency Fund • Increase the Emergency Fund by 10% each year • Increase the number of donors to the Emergency Fund by 10% • Food pantry proposal will be made by fall 2020 to be in place in the new COE building by fall 2021



Pipeline Programs to Recruit and/or Retain Diverse Initial Teacher Candidates

The COE is engaged in a number of initiatives to recruit and retain underserved and racially diverse students. The following summary highlights three existing pipeline and support programs that focus on the intentional recruitment of diverse candidates through dedicated funds and identified coordinators. The following paragraphs provide a summary and matriculation data for each program. Additionally, this section provides some background on new recruitment initiatives involving the COE, such as the Multnomah County “Grow Your Own” Educator Pathways Work Group and the Diverse Teacher Pathways Consortium.

Portland Teachers Program (PTP)

PTP is a partnership between 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 underserved groups. It is a nationally recognized program committed to equity and social justice as core principles of practice. For the past 30 years, the program has offered supplementary academic support and advising, as well as mentoring, and social justice teaching to all candidates throughout their entire time in the program. Thus, this program not only supports the retention of these students through the development of a close-knit learning community, it also develops career-long support through alumni engagement.

To date, PTP has prepared more than 325 teachers. Alumni of the program serve as mentors and cooperating teachers for currently enrolled PTP students and remain actively involved in program activities. Several alumni have also pursued administrative or other positions of leadership in the Portland metropolitan area. Altogether, more than 200 of PTP graduates work as teachers or administrators in area schools. PTP has contributed to Portland Public Schools’ success in recruiting and retaining teachers of color as the vast majority of those 200 graduates work for the district. The district has the highest teacher diversity in Oregon at 20%.

The numbers in the Table 5 represent those who are admitted to the COE and do not include future candidates who may be in the PTP pipeline as undergraduates. These data indicate that for the 2015-2016 to 2017-2018 cohorts, the completion rate was 90.3%.

Table 5. Portland Teachers Program*

Year Admitted to COE	Race/Ethnicity	Enrolled	Completed
2015-2016	Asian	1	1
	Black or African American	2	1
	Hispanic or Latino	4	2
	International	1	1
	Two or More Races	3	3



	Total	11	8
2016-2017	Asian	1	1
	Hispanic or Latino	6	6
	Two or More Races	1	1
	Total	8	8
2017-2018	Asian	2	2
	Black or African American	5	5
	Hispanic or Latino	3	3
	Two or More Races	2	2
	Total	12	12
2018-2019	Asian	1	1
	Black or African American	3	1
	Hispanic or Latino	7	7
	Two or More Races	1	1
	Total	12	10
2019-2020	Asian	1	TBD
	Black or African American	2	TBD
	Hispanic or Latino	8	TBD
	Two or More Races	2	TBD
	Total	13	TBD
Total		41**	38

* The numbers represent PTP students admitted into the College of Education at PSU

** Students that are still enrolled in the COE are not included in the total

Bilingual Teacher Pathway Program (BTP)

BTP is a two-year Initial Teacher Preparation program that focuses on the recruitment and preparation of bilingual and bicultural teachers. BTP has worked with 12 partner districts in the Portland/Salem area. It is designed to fill critical shortages of elementary bilingual teachers.

To date, BTP has prepared more than 400 bilingual teachers. Greater than 60% of BTP graduates work as educators in Oregon schools and they serve as mentors to current students. These teachers representing various linguistic backgrounds (mostly Spanish, but also including Russian, Chinese, Arabic/Somali, and Vietnamese). They also represent a multitude of cultural and ethnic backgrounds. The program's emphasis on social justice and equity, culturally responsive pedagogy, building upon cultural and linguistic assets, and focus on bilingualism, biculturalism, and biliteracy has ensured that those skills are more prevalent in Oregon's teaching workforce.

The numbers in the Table 6 represent all BTP candidates, including both undergraduate and graduate candidates. These data indicate that for the 2013-2014 to 2016-2017 cohorts, the completion rate was 79.4%. For the same cohorts, 9.3% of students are still active in the program. Moreover, 11.3% of students in these cohorts chose to withdraw from the program.



Table 6. Bilingual Teacher Pathway Program*

Year of Admission	Race/Ethnicity	Enrolled	Completed
2013-2014	Hispanic or Latino	11	11
	International	1	1
	White	8	5
	Total	20	17
2014-2015	Black or African American	1	1
	Hispanic or Latino	12	10
	White	5	4
	Total	18	15
2015-2016	American Indian or Alaskan Native	1	1
	Asian	3	3
	Black or African American	2	1
	Hispanic or Latino	10	9
	Two or More Races	1	0
	White	4	4
	Total	21	18
2016-2017	Asian	4	4
	Black or African American	1	1
	Hispanic or Latino	23	15
	International	1	1
	Two or More Races	2	1
	Unknown	3	3
	White	4	2
	Total	38	27
2017-2018	Asian	1	0
	Black or African American	1	1
	Hispanic or Latino	9	4
	White	7	6
	Total	18	11
2018-2019	Asian	1	TBD
	Black or African American	1	TBD
	Hispanic or Latino	3	TBD
	Unknown	1	TBD
	White	1	TBD
	Total	7	TBD
Total		101**	88

*The 2018-2019 academic year reflected a low number of admitted students in BTP. The Federal Department of Education grant Futures Project ended in 2017. An enrollment drop after grant funding has ended is not unusual as the tuition dollars available to students disappeared. School district changes in partnerships also contributed to the low enrollment including:

- There was an unexpected withdrawal of Portland Public Schools cadre of 10 teacher candidates to partner with Oregon State University's online teacher preparation program.
- Woodburn School District has strengthened their partnership with Pacific University's bilingual teacher preparation program. The university is within their community as a closer option for their employees.



- *Both Oregon State University and Western Oregon have developed partnerships with western districts (Hillsboro and Beaverton) to recruit teacher candidates, impacting candidates from those districts seeking PSU's BTP program.*

*** Students that are still enrolled in the COE are not included in the total*

American Indian Teacher Program (AITP)

AITP is in formal partnership with Oregon's Tribal Nations to recruit and prepare American Indian/Alaska Native (AI/AN) teachers. AITP is funded through the Office of Indian Education, U.S. Department of Education (DOE), and has received 3 competitive grants since 2010.

The program provides:

1. affirmation and strengthening of Native identity
2. personalized, individualized support
3. belonging and support within an Indigenous community of practice as a cohort within a cohort
4. monthly seminars exploring culture/community-based education and culturally sustaining pedagogy

Upon graduation, teacher candidates return to a community of tribal representatives in an honoring ceremony that recognizes children, youth, and elders alike as educators. Students enrolled in AITP receive full tuition and fees associated with a teaching license and master's degree, health insurance, an annual parking pass, dependent care, and a monthly living stipend. DOE funding is based upon Tribal nations' treaty rights and federal relationship with the US Government. Cash or service payback is mandatory. Success of the American Indian Teacher Program is evidenced in the numbers of students who have completed the program and remain in the field beyond their service payback (up to eight years in some instances).

By June 2020, AITP will have successfully brought 35 AI/AN educators into the field. Of those graduates, 33 are still teaching with the vast majority (30 of them) teaching in the State of Oregon. Moreover, two graduates have received an administrator license, one is admitted to a doctoral program at PSU, and another is in their second year of teaching the first Native social studies course in any Oregon public school while supervising another AITP teacher candidate. This demonstrates the program's value of giving back to the community while simultaneously putting student and family needs first. Unless AITP is awarded another grant this year, the program's federal funding will end September 30, 2020.

The numbers in the Table 7 represent all AITP candidates. These data indicate that as of the 2017-2018 cohort, the completion rate was 96.67%.



Table 7. American Indian Teacher Program

Year of Admission	Enrolled	Completed
2010-2011	1	1
2011-2012	4	4
2012-2013	4	4
2013-2014	4	3
2014-2015*	0	0
2015-2016	8	8
2016-2017	3	3
2017-2018	6	6
2018-2019	4	3
2019-2020	1	TBD
Total	33**	32

*No funding for AITP in 2014-15

** Students that are still enrolled in the COE are not included in the total

Program to Recruit Diverse Administrators

The Educational Administration Program is committed to increasing the diversity of its faculty and students. Moreover, the Program actively works to continue its focus on culturally responsive leadership on the part of faculty and students. The faculty are also committed to retaining students of diverse racial, ethnic, and linguistic backgrounds. To assist with all of these efforts, faculty members have actively engaged in differentiated, culturally responsive teaching, coaching, and mentoring services throughout the program. This has resulted in a 100 percent completion rate for the program.

Recruitment efforts to build a pipeline of diverse administrators include collaboration with the Portland Schools Foundation and Meyer Memorial Trust, which granted funds to increase the recruitment and support of future leaders of color in Oregon. Program faculty are committed to partnering with other organizations supporting equity and inclusion, such as the Cafe Alliance for Equity, All Hands Raised, and the Oregon Association of Latino Administrators. The program has recently revised all syllabi in the principal and professional (district) licensure programs to include culturally responsive materials, assignments, evaluation, and class activities.

Figure 5 represents the three major equity-related goals, corresponding strategies and success indicators for the Educational Administration programs.



Figure 5. 2020-2022 Goals, strategies, and success indicators for the recruitment and retention of diverse administrators

Goal	Strategy	Success Indicator and Date
<p>1) Write a partnership plan that broadens and deepens use of improvement science to prepare effective, equity-focused administrators who can lead continuous improvement in their district and schools</p>	<ul style="list-style-type: none"> Partner with Portland Public Schools through the iLEAD project and the Carnegie Foundation to write the plan 	<ul style="list-style-type: none"> Participation in iLEAD partnership meetings, February 2020 Regular meetings in spring 2020 with PPS iLEAD leaders and iLEAD support staff to write a plan Plan written by Jan 2021
<p>2) By summer of 2020, the percentage of students admitted to the 2020-21 principal preparation program will be double the percentage of linguistically and ethnically diverse teachers in Oregon</p>	<ul style="list-style-type: none"> Recruitment event sponsored by Meyer Memorial Trust Grant in February of 2020 Ed Admin faculty email personalized requests to their graduates to “tap” a future leader of color and invite them to meet the Ed Admin faculty at an information event 	<ul style="list-style-type: none"> The percentage of students enrolled in principal preparation program in 2020-21 exceeds the percentage of linguistically and ethnically diverse employed teachers in Oregon by 100% <ul style="list-style-type: none"> The program enrolled 22.4% URM students, effectively doubling the benchmark set.
<p>3) By the fall of 2020, all Ed Admin syllabi will include common statements as approved in January of 2020 by the Ed Admin team that includes lands acknowledgement, pronoun preference, methods of instruction overview, and diversity and inclusion perspective. Ed Admin faculty will also include all of these in their course delivery and provide opportunity for students to engage with these issues</p>	<ul style="list-style-type: none"> Reach agreement by Ed Admin team in January 2020 regarding the statements to include in syllabi Begin revising syllabi for inclusion at the latest in the fall of 2020 Program coordinator will share with adjuncts the expectation beginning in the summer of 2020 for 	<ul style="list-style-type: none"> Syllabi review will reveal the statements are included Ed Admin faculty will confirm they have folded these activities into their fall 2020 class activities



	implementation in the fall of 2020	
4) Increase the diversity of program faculty in Educational Administration at PSU to 20% to better align with the diversity of students in the COE	<ul style="list-style-type: none">• Recruit candidates at local, state, and national conferences focusing on culturally responsive pedagogy to fill open tenure-line position in 2021• Include at least one linguistically and ethnically diverse applicant for the open 2021 TT position• Work with HR and the Equity Committee to employ a culturally responsive (CR) application process	<ul style="list-style-type: none">• Hire one full-time faculty member with expertise in culturally responsive leadership and experience working in diverse communities• Increase the percentage of URM adjunct faculty by 3% each year

Other COE Efforts to Recruit and/or Retain Diverse Initial Teacher Candidates

The Multnomah County “Grow Your Own” Educator Pathways Work Group

In mid-2019, the Multnomah K-12/Higher Education Collaborative (consisting of school district superintendents and higher education leaders, including the COE Dean) identified two critical priorities regarding hiring educators in Multnomah County school districts:

1. Diversify the teaching workforce to more closely match the demographics and lived experiences of our students; and
2. Increase the available pool of licensed educators to meet current and projected hiring needs, particularly in hard-to-fill positions

Each institution designated representatives to be part of this work group. Its task is to identify, expand, and document existing pathways and support systems for high school students and for



working paraeducators who wish to become teachers. This work will eliminate barriers that prevent these populations from pursuing a teaching career (e.g., loss of health insurance for paraeducators during student teaching; university coursework offered at hours and locations not accessible to district employees). This comprehensive system will begin implementation in fall 2020.

Multnomah-Clackamas Regional Educator Network (MCREN) Coordinating Body

The COE's School Partnership Director is representing PSU on this Educator Advancement Council-sponsored network. Based upon the MCREN's preliminary work (collected stories, regional and national research, and promising practices across partner agencies), this body has set a goal that, by 2024, the districts in the two counties will increase their retention rate of teachers of color. The MCREN is in the process of determining a baseline percentage for retention to set the rate of increase. Based on drivers identified by the MCREN to meet the 2024 goal, the COE's primary involvement will be on how pre-service preparation embeds transformative and activist practices for teachers and administrators to counter historic marginalization in education systems.

Diverse Teacher Pathways Consortium

The Meyer Memorial Trust provided a \$35,000 grant to the COE for work with regional Educational Service Districts (MESD, CESD, and NWRESO) on developing a regional pathway to recruit diverse teacher candidates and prepare them to work effectively in local school districts. This work will supplement broader regional work in this area. The funding runs through December 2020.

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

Table 8 shows the mix of various populations of personnel in the COE. While 31.1% of the COE's tenure-line faculty come from URM populations, the URM percentages for adjunct and non-tenure track faculty (NTTF) members are lower: the URM adjunct population is at 18.5% and the URM NTTF group is at 15%. Using the percentage for URM tenure-line faculty as a baseline, these data show that the COE's Classified and Academic Professional staff are similarly, if not more, diverse: 30.8% and 35%, respectively. The COE benefits tremendously from the expertise and talents of each of these groups.

The higher percentage of diverse tenure-line faculty is due to the careful and extensive national searches conducted. In all of the tenure-line searches, the COE has recruited 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 COE continues to be deliberate in its recruitment practices for these searches, such as how the COE creates and monitors applicant/candidate pools. This is evident in the increase of diverse NTTF staff from 9.1% in 2015 to 15% in 2019. In addition, there is a significant increase of diverse adjuncts from 8.3% in 2015 to 18.5% in 2019.

Table 8. COE Percentage of Diverse Faculty and Staff

Staff Type		2015	2016	2017	2018	2019
Tenured/Tenure Track Faculty	Total	45	46	47	49	45
	URM	11	12	12	14	14
	%URM	24.4%	26.1%	25.5%	28.6%	31.1%
Adjunct Faculty	Total	144	153	107	156	151
	URM	12	16	13	23	28
	%URM	8.3%	10.5%	12.1%	14.7%	18.5%
Classified Staff	Total	14	13	16	14	13
	URM	4	3	3	3	4
	%URM	28.6%	23.1%	18.8%	21.4%	30.8%
Academic Professionals	Total	27	30	18	17	20
	URM	4	6	5	4	7
	%URM	14.8%	20.0%	27.8%	23.5%	35.0%
Non-Tenure Track Faculty	Total	22	24	19	19	20
	URM	2	3	3	4	3
	%URM	9.1%	12.5%	15.8%	21.1%	15.0%

The COE has set goals, strategies, and success indicators for the recruitment and retention of diverse faculty and staff: these are listed in Figure 6.

Figure 6. 2020-2022 Goals, strategies, and success indicators for the recruitment and retention of diverse faculty and staff

Goal	Strategy	Success Indicator and Date
1) Increase the diversity of tenure track (TT) faculty	<ul style="list-style-type: none"> For every TT search, the COE will ensure that each applicant pool is kept open until the pool of URM candidates selected for interview reaches at least 34% 	<ul style="list-style-type: none"> Each interview pool will consist of at least 34% diverse applicants for all tenure track faculty positions. This is aligned with Oregon’s Educator Equity benchmark
2) Increase the diversity of adjunct faculty	<ul style="list-style-type: none"> The COE will work with Human Resources to advertise for adjunct 	<ul style="list-style-type: none"> Increase the URM percentage of adjunct faculty by at least 2%



	<p>faculty to create a diverse pool from which to draw instructors for the following year</p>	<ul style="list-style-type: none"> The adjunct pool will consist of at least 34% diverse applicants for all adjunct faculty positions. This is aligned with Oregon’s Educator Equity benchmark
<p>3) Increase the diversity of NTTF</p>	<ul style="list-style-type: none"> The COE will work with Human Resources to ensure that staff positions are advertised in a way that creates a diverse hiring pool 	<ul style="list-style-type: none"> Each interview pool will consist of at least 34% diverse applicants for all staff positions. This is aligned with Oregon’s Educator Equity benchmark
<p>4) Maintain or increase the diversity of employees in the Classified and Academic Professional classifications</p>	<ul style="list-style-type: none"> The COE will work with Human Resources to ensure that staff positions are advertised in a way that creates a diverse hiring pool 	<ul style="list-style-type: none"> Each interview pool will consist of at least 34% diverse applicants for all staff positions. This is aligned with Oregon’s Educator Equity benchmark
<p>5) Review and refine search committee practices for all COE positions</p>	<ul style="list-style-type: none"> Create search committee rubric which outlines the process from forming the search committee, scoring rubrics, guidelines for how to discuss qualifications, and so on All COE search committee members will undergo a required “Inclusive Hiring Workshop” before serving on a committee Develop a search advocate program that trains COE personnel on how to ensure equitable hiring processes while serving on a search committee 	<ul style="list-style-type: none"> Search committees pilot these rubrics and give feedback for continuous improvement COE Search Committee Chairs and designated COE HR representative will track participation of all search committee members in this training to ensure they are eligible to serve on any given committee Identify and train those who can serve as dedicated search advocates



	<ul style="list-style-type: none"> • Create list of community agencies, partners, allies to which COE job postings can be sent • Continue the practice of hosting discrete informational sessions with prospective URM candidates to connect with the COE's URM faculty and staff 	<ul style="list-style-type: none"> • Create a list of partners; search committees utilize said list; list is updated yearly • All search committee schedules reflect the hosting of a discrete informational sessions with prospective URM candidates
<p>6) Retain diverse faculty and staff</p>	<ul style="list-style-type: none"> • Compare and identify retention differences of white faculty and staff to diverse faculty and staff. • Create mentoring and onboarding program for all new hires • Conduct a faculty and staff climate survey 	<ul style="list-style-type: none"> • Retain faculty and staff of color at the same rate (or better) as white faculty and staff. • Meet with diverse tenure track and NTTF faculty who leave their position and administer an "exit" survey to identify any existing issues within the COE workplace. • A comprehensive mentoring plan will be created to be implemented no later than Fall 2021 • A comprehensive onboarding plan will be created to be implemented no later than Fall 2021 • The COE will engage with a consultant to develop a climate survey to be administered to faculty



		and staff no later than Fall of 2020
<p>7) Continue to grow, foster, and nurture an inclusive and welcoming environment for all students, faculty, staff, and partners in the COE</p>	<ul style="list-style-type: none"> • Each department in the COE will develop actionable goals for equity • Offer professional development on topical equity issues to the COE 	<ul style="list-style-type: none"> • Each department will review/report progress on equity goals quarterly • The COE’s Coordinator for Equity, Diversity, and Inclusion (EDI) will host at least three professional development opportunities each year • The COE’s School Partnership Director will collaboratively align COE professional development with local school district professional development • Invitations are sent to districts regarding the COE’s professional development

Curriculum and Assessment Practices to Retain and Advance Candidates Who Are Well Prepared to Work with Diverse Students and Community

COE 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 COE programs map their curriculum to the COE Conceptual Framework, COE Dispositions, and state-adopted professional standards regarding preparation to work with diverse learners. Specifically, the eight Initial Teacher Preparation 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 COE completed and submitted a Self-Study Report to the Council for the Accreditation of Educator Preparation (CAEP), which included evidence regarding the COE’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. Since this time, the COE continues to work toward reaccreditation with CAEP in 2023, which includes regular review of curriculum maps, syllabi, and assessment of student learning across multiple domains.



Figure 7 shows the diversity curricula and assessment goals, strategies, and success indicators set by the COE.

Figure 7. COE goals, strategies, and success indicators for curriculum and assessment

Goal	Strategy	Success Indicator and Date
1) Engage in a systematic examination of the COE’s curriculum, policies, and practices, and develop and enact a set of strategic actions designed to remedy inconsistencies	<ul style="list-style-type: none"> Maintain repository of information on transformative and culturally responsive pedagogical practices in higher education for all faculty to access Continue to evaluate student learning through key assessment in courses and field placement evaluation to assess student competency in equity Continue to conduct exit and alumni survey (two years after exit) to assess candidates' perception of level of preparation for working with diverse students 	<ul style="list-style-type: none"> Increase website traffic and engagement with Equity and Inclusion resources website Data review completed annually of key assessment and field placement evaluation to determine programmatic changes Program coordinators (faculty) annually conduct data review of exit and alumni survey results to determine programmatic changes COE Assessment Committee annually examines college-wide results of exit and alumni survey to determine policy changes
2) Maintain compliance with OAR around curricula that address the standards for English language learners (ELL) and those with dyslexia	<ul style="list-style-type: none"> Monitor that all syllabi and learning plans include ELL and dyslexia standards in all initial and advanced programs 	<ul style="list-style-type: none"> Syllabi and learning plans include ELL and dyslexia standards in all initial and advanced programs, per the OAR requirement
3) Evaluate candidate’s ability to work with diverse learners	<ul style="list-style-type: none"> The COE’s US Prep grant requires faculty to evaluate curriculum through an equity lens Evaluate field placement 	<ul style="list-style-type: none"> Faculty conduct annual data review of field placement evaluation to assess candidates’ level of skill in this area and recommend programmatic



	performance of licensure candidates' ability to teach diverse learners	changes to modify policy, practice, or curriculum
--	--	---

Summary of COE Resources Dedicated to Equity, Diversity, and Inclusion

Equity, diversity, and inclusion (EDI) efforts cut across every activity of the COE. Thus, many of the resources that the COE puts towards equity work are already embedded within its operational budget. However, the COE does have more specific resources dedicated to EDI, which are outlined below.

Figure 8 provides a list of those resources with notes and/or future needs.

Figure 8. COE resources dedicated to diversity, equity, and inclusion including purpose, explanation, and futures needs

Annual Budget	Purpose	Explanation	Future Needs/Notes
\$94,272 FY 2020	Coordinator for Equity, Diversity, and Inclusion position in the Office of the Dean	This position was created to provide significant leadership to advance the COE's equity work - mainly focusing on professional development for faculty and staff and helping to advance our vision for increasing student diversity	COE has a commitment to continue the funding for this position
\$121,727 FY 2020	Associate Professor for BTP in the Department of Curriculum and Instruction	In 2008, federal funding ran out for the BTP, but the COE decided to fund a faculty position to sustain the program.	COE is considering options for how to sustain and/or expand the BTP program
\$650,000 FY 2019 \$665,000 FY 2020	PTP tuition remissions and administrative costs	These are the amounts spent in FY 19 and the amount budgeted in FY 20 to provide full tuition remissions for PTP students at PSU at the undergraduate and graduate levels and support the administrative costs associated with the program.	The COE will continue to grow this resource to stay ahead of inflation.
\$3.6 million FY 2010 - 2020	Federal grant funds for the AITP program	The COE's third AITP grant will end September 2020	Another application may be submitted for the 2020-2025 grant cycle. The COE is also collaborating with the Indigenous Nation



			Studies program to foster a partnership to increase Native American faculty on campus.
\$249,989 FY 2018	DiSE Program	This funding began in 2015 and will end in 2020 unless an additional grant is received.	The Special Education department will apply for other grants to replace these funds when the DiSE ends in 2020.
\$106,400 Annually	Scholarships to diversify the teaching force	This is the amount provided through sixteen different scholarship funds that focus on providing support for deserving teacher candidates from diverse backgrounds	Need for scholarships far outweighs these funds. In addition, there are far more students who could benefit from scholarships than those who currently receive them
\$10,000 Annually	edTPA support	Financial support for diverse candidates to allay the edTPA cost for teacher candidates who have financial need. Additionally, the COE provides financial support for bilingual students who are in a dual-immersion placement to translate their edTPA videos, which are required for state licensure	The COE is committed to retaining this option for URM students.
\$100,000 annually FY 2020 - 2022	<p>Program revision grant for all initial teacher preparation programs. Three out of four program quality objectives of the US Prep grant deal with equity:</p> <ol style="list-style-type: none"> 1. Programming builds teacher candidate competency to meet the needs of all students, especially our historically underserved students 2. Program ensures teacher educators are effective in preparing novices to work with all students, especially our historically underserved students 	The COE received a \$300,000 US Prep Grant, which will allow us to transform our programs so that there is a greater emphasis on equity, diversity, & inclusion.	N/A



	3. Programming is responsive to P-12 school systems and the communities they serve		
--	--	--	--

The COE is committed to increasing the support available to historically underserved students who are often first-generation college graduates who have personal experience related to multiculturalism, and are committed to equity and access in education. We seek to increase support for students who are prepared, and want, to teach in diverse and bilingual communities. Offering greater scholarship and stipend support to these students helps to make the education field a possibility for them and will increase the population of educators who are prepared to teach in nearby communities' diverse classrooms. Therefore, the COE has prioritized scholarship fundraising efforts with the goal of growing the size and number of scholarships available to teacher, counselor, and administrator candidates, especially focused on increasing the overall diversity of these populations. One of the biggest needs URM 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.

Conclusion

Administration, faculty, and staff in the COE spend considerable effort, and resources recruiting and retaining URM students in order to diversify the K-12 workforce. As the largest, most comprehensive and diverse College of Education in the State of Oregon, we have a longstanding and rich tradition of successful Grow-Your-Own programs. As public resources have dwindled, we have, at times, struggled to maintain the viability of these programs. We call for increased support from Portland State University and from the State of Oregon to continue our longstanding successful tradition of successfully recruiting, retaining and placing diverse educators into Oregon schools. In addition, while we continue to improve our professional knowledge about issues of diversity, equity, and inclusion, we also continue to work together to advance our curriculum so that it sufficiently reflects our values and commitments.

Consider, for example, that we are embarking on a strong partnership with US Prep – funded by the Dell Foundation in partnership with Texas Tech University's College of Education – that will provide strong support for us in our efforts to ensure that our curriculum and teaching better reflect our values, at every level. In addition, a recent investment from the Meyer Memorial Trust has helped us build a think-tank for the Diverse Teacher Pathways Consortium by supporting systematic and collaborative inquiry into best practices for developing, maintaining and expanding "Grow-Your-Own" programs at PSU. This project is in partnership with Education Service District Superintendents in Multnomah, Clackamas and Washington County. It also actively engages longtime faculty who have led specific programs over many years.



We will continue to prioritize inclusive excellence which emphasizes the recruitment and retention of greater number of underrepresented students into the teaching profession. In the years to come, we will do more than “comply” with state policy around equity goals: we will exceed the expectations set before us by building strong partnerships with community, state agencies, donors, foundations, and school districts that help us advance this work in key ways. For Portland State University’s College of Education, EDI is not simply a value: it is who we are.