



## Educator Equity Plan 2022-2024

### OVERVIEW

In its 113 years of providing teacher education programs at Oregon State University, the College of Education has grown to become the largest producer of teacher educators in the state of Oregon. The college offers six different pathways to initial teacher licensure through our two campuses in Corvallis and Bend, and throughout the world in our Extended Campus (Ecampus). It specializes in providing programs tailored to students' needs and interests as well as their professional goals. Licensure programs range from one year to five years, are available in both part-time and full-time options, and at the bachelor's and master's degree levels. College of Education teacher candidates become tomorrow's change agents, equipped with knowledge, skills, and habits of mind that are informed by cutting-edge research in teaching and learning as informed by our commitment to anti-racist principles and social justice. These principles guide the college's work and affirm its identity as the only land grant research university in Oregon.

In this, its third Educator Equity Plan, the College of Education has built upon the successes of previous years' efforts as well as the generous funding from the state of Oregon and its taxpayers. These funds have included \$83,000 received in 2020 and \$150,000 in 2021-2022. These funds were leveraged with other state- and federally-funded initiatives including the Oregon Grow Your Own (GYO) program, the TEAMS grant, and the college's own donor-funded programs to provide for (1) student support, (2) professional development for our faculty and cooperating teachers, and (3) advising support for Oregon's future teachers.

### BACKGROUND

The Oregon Educator Equity Act (2015; HB 3375) requires that each public teacher education program in the state prepare a plan for the recruitment, admission, retention, and graduation of diverse educators. The goal is to increase the diversity of the teacher candidate pool.

The state defines diverse through the culturally or linguistically diverse characteristics of a person, including:

*“Origins in any of the Black racial groups of Africa but is not Hispanic; Hispanic culture or origin, regardless of race; origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands; origins in any of the original peoples of North American, including American Indians or Alaskan Natives; or a first language that is not English.”*

For the purposes of this document, we utilize the terms racially, ethnically, and linguistically diverse (abbreviated to the acronym RELD) to encompass the broad array of students encompassed under this umbrella.

In what is now the fourth Educator Equity Plan by Oregon State University’s College of Education related to the Oregon Educator Equity Act, College of Education faculty pledge to continue work toward the three goals that have heretofore guided efforts to diversify the teacher workforce. These three goals incorporate the guidance of the Oregon Higher Education Coordinating Commission (HECC), including details of (a) specific measurable goals, (b) practices and strategies to impact progress, and (c) a clear timeline by which strategies will be implemented.

In the 2022-2024 biennium, the OSU College of Education is further committed to developing and sustaining programs in support of the following three goals in support of diversifying the teacher education workforce in Oregon:

1. Support the recruitment and retention of racially, ethnically, and linguistically diverse students in professional teacher education (undergraduate and graduate) programs.
2. Achieve completion rate of 85% for all students across all programs.
3. Continue to increase the number of endorsements in English for Speakers of Other Language (ESOL) and Dual Language (DL) certifications.

**GOAL 1**

***Support the recruitment and retention of racially, ethnically, and linguistically diverse students in professional teacher education (undergraduate and graduate) programs with the goal of increasing the proportion of culturally and linguistically diverse graduates.***

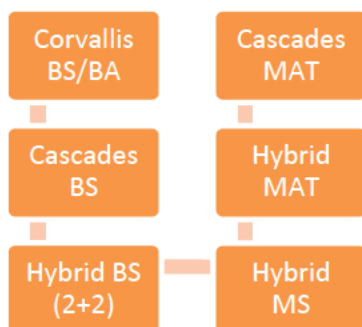
Since its first Educator Equity Plan in 2015, the OSU College of Education has made steady progress toward increasing the number of RELD teacher educators (see Table 1), reflecting an increase of 16% of all licensed teachers produced in the past 6 years.

Table 1: Total Licensed RELD Students by Academic Year (AY)

	AY 2014	AY 2015	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020
Total RELD Students (% of total)	7 (7%)	14 (11%)	24 (14%)	20 (12%)	26 (17%)	28 (20%)	33 (23%)

This increase can be attributed to a variety of efforts and program initiatives that will continue in the coming biennium.

1. **The OSU College of Education has more than doubled the number of pathways to teacher licensure across the state of Oregon since 2015 to a total of six.**



These various pathways have allowed for more access to multiple kinds of learners, in multiple locations, and in various modalities.

- **Corvallis BS/BA (established 2002)** – What is often referred to as the Double Degree is offered on-site at the Corvallis campus. Students pursuing this pathway for either elementary and secondary teaching complete a primary degree in a major outside of the College of Education and then a second, 40-credit bachelor’s degree in Education. This pathway takes full-time students five years to complete. The college is currently undergoing a curriculum revision to transition to a four-year version of the program to reduce cost and time barriers for candidates, with an anticipated start-date of fall 2023.
- **OSU-Cascades BS (established 2019)** – The on-site four-year degree program through the OSU-Cascades campus provides students with an opportunity to earn a bachelor’s degree in elementary education. This pathway takes full-time students four years to complete.
- **Hybrid BS (established 2020)** – The newest pathway, the hybrid-based Clinically Based Elementary Education BS, provides community college graduates throughout Oregon to be placed in a clinical setting in their home communities and meet on weekends for their coursework. This program has been of particular interest to linguistically diverse and Latinx communities in Oregon, as well as non-traditional students who may be balancing work and family obligations, thus benefiting from program flexibility. This program takes full-time students two years to complete.
- **OSU-Cascades MAT (established 2005)** – This on-site post-baccalaureate program provides students with an opportunity to earn the Master of Arts in Teaching in either elementary or secondary education. Students are expected to have subject mastery prior to entering the program. This program takes students one year to complete.
- **Hybrid MAT (established 2016)** – The clinically-based MAT is a full-time program where students meet both online for courses and on-site in their clinical settings throughout the program for elementary education. This program takes students two years to complete and offers flexibility of location and course delivery.
- **Hybrid MS (newly established 2021)** – While previously operated as a full-time, on-site program, this master’s program with a focus in science education or math education was relaunched in fall 2021 as a hybrid program for both full-time and part-time students. Students must have a bachelor’s degree in the subject area prior to admission. This program takes full-time students one year to complete or part-time students one and a half years to complete and offers locational and modality flexibility to meet the needs of candidates with work, family, and other obligations.

Table 2 provides an overview of the various racial and ethnic demographics of the respective programs described above.

Table 2: Racial and ethnic demographics in OSU teacher education programs 2021-2022

**DD UG Elementary BS/BA**

Total	Status	White	Decline to Respond	Latinx	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	Two or more races	Total Students of Color	% Students of Color
40	Applied	30	2	█	█	█	0	0	0	█	20.0%
40	Admitted	30	2	█	█	█	0	0	0	█	20.0%
36	Enrolled	27	1	█	█	█	0	0	0	█	22.2%

**DD UG Secondary BS/BA**

Total	Status	White	Decline to Respond	Latinx	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	Two or more races	Total Students of Color	% Students of Color
23	Applied	14	3	█	0	█	█	0	0	█	26.1%
22	Admitted	14	2	█	0	█	█	0	0	█	27.3%
19	Enrolled	14	0	█	0	█	█	0	0	█	26.3%

**Cascades UG Elementary Education BS**

Total	Status	White	Decline to Respond	Latinx	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	Two or more races	Total Students of Color	% Students of Color
15	Applied	█	0	█	█	0	0	0	0	█	30.8%
15	Admitted	█	0	█	█	0	0	0	0	█	30.8%
15	Enrolled	█	0	█	█	0	0	0	0	█	30.8%

**Hybrid BS Clinically-Based Elementary Education**

Total	Status	White	Decline to Respond	Latinx	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	Two or more races	Total Students of Color	% Students of Color
9	Applied	█		█	0	█	0	0	0	█	55.5%
9	Admitted	█		█	0	█	0	0	0	█	55.5%
8	Enrolled	█		█	0	█	0	0	0	█	62.5%

**Cascades Elementary MAT**

Total	Status	White	Decline to Respond	Latinx	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	Two or more races	Total Students of Color	% Students of Color
19	Applied	17	0	0	█	█	0	0	0	█	10.5%
17	Admitted	15	0	0	█	█	0	0	0	█	11.8%
15	Enrolled	14	0	0	█	0	0	0	0	█	6.7%

**Cascades Secondary MAT**

Total	Status	White	Decline to Respond	Latinx	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	Two or more races	Total Students of Color	% Students of Color
19	Applied	13	0	█	█	█	█	0	0	█	31.6%
16	Admitted	10	0	█	█	█	█	0	0	█	37.5%
16	Enrolled	10	0	█	█	█	█	0	0	█	37.5%

**Clinically Based Elementary MAT (2021-23)**

Total	Status	White	Decline to Respond	Latinx	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	Two or more races	Total Students of Color	% Students of Color
39	Applied	19	2	16	0		0	0	0	18	46.2%
31	Admitted	13	2	15	0		0	0	0	16	51.6%
30	Enrolled	13	1	15	0		0	0	0	16	53.3%

**Science/Math Ed MS**

Total	Status	White	Decline to Respond	Latinx	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	Two or more races	Total Students of Color	% Students of Color
29	Applied	19	3					0	0		24.1%
29	Admitted	19	3					0	0		24.1%
22	Enrolled	16	0					0	0		27.3%

**2. Expanding and restructuring the College of Education advising model.**

[High quality student advising is strongly associated with student persistence and completion.](#)

Since the advent of the Educator Equity Act, the OSU College of Education has more than doubled the number of advisors and administrative staff who assist in recruiting, orienting, and advising students throughout their programs, with the aim of increasing recruitment and retention of teacher candidates. Along with an expanded peer advising model in our Corvallis-based program, two full-time professional advisors, one part-time advisor, and six program leads assist our teacher candidates throughout the process of program matriculation and completion. The newest addition, a student navigator, will assist students with more personalized needs, access to financial resources, and other resources to support their persistence. In the coming years, the College of Education will continue to add to and refine our advising services.

**3. Faculty and staff training in responding to student needs and challenges.**

Students' financial needs and challenges to their persistence existed well before the advent of the global pandemic, but increased attention to these needs has been prevalent in many colleges and universities over the past two years. Student emergency funds, more flexibility in academic expectations, and various pedagogical modalities are just a few examples of how institutions have responded. The OSU College of Education has implemented various efforts that we now see as foundational to the support of students. For example, the college has implemented a comprehensive needs assessment for our students struggling with financial challenges that connects them to resources for housing, food, medical needs, and childcare, as well as tangible emergency relief. Increased training and professional development is now available to faculty and staff on how to discuss and destigmatize the challenges our students face. The college has also implemented a faculty and staff committee that meets monthly to discuss how to make educational spaces more welcoming to racially, ethnically, and linguistically diverse students. This comprehensive approach to assessing the resources, outreach, and monitoring of student needs and supports is essential in fostering student success and retention.

## GOAL 2

**Achieve a completion rate of 85% for all students across programs.**

Across all of the teacher licensure programs – including those housed outside of the College of Education, like Agricultural Education, Physical Education, and Music Education – the college has maintained above-average completion rates for students (see Table 3). Indeed, these completion rates are considerably higher than the OSU overall average 6-year completion rate of 69.5% for undergraduate white students and 59.7% for undergraduate racially, culturally, and linguistically diverse students. While some variance exists among programs, we seek to equal or exceed 85% completion rates for all students across all of our programs in the next biennium.

The goal to reach an overall 85% completion rate best speaks to several deliberate assumptions guiding College of Education programs. Foremost, a high completion rate is important as it underscores the efforts provided both programmatically and interpersonally to support students. At the same time, faculty recognize that it is important to allow the space for some students to come to understand that the teaching profession may not be the right choice for them and to leave the program. Exit interviews from past years' cohorts provide support for this assumption.

**Table 3:** Overall completion rates 2019-2020 in OSU teacher pathway programs

Program	Enrolled N	Completers N	Completer Rate (Avg)
Agricultural Ed MS	10	10	100%
Cascades Elem MAT	24	19	79%
Cascades Sec MAT	19	12	63%
Clinically based MAT 2018-2020	19	█	42%
DD Elem UG	41	37	90%
DD Sec UG	45	42	93%
Music Ed MAT	11	11	100%
Physical Ed MAPE	█	█	100%
Sci/Math Ed MS	24	21	88%
<b>Totals</b>	<b>199</b>	<b>166</b>	<b>84%</b>

As the College of Education moves into the next biennium, faculty are proud of the overall completion rate across programs of 84%, yet we recognize that there are particular programs where more work will be required to reach the 85% goal. Moreover, while there has been positive change in overall completion rates for all of racially and ethnically diverse students from 65% in 2016-2017 to 87% in 2019-2020, disparities within these racial and ethnic groups remain (see Table 4). In addition, the effects of the global pandemic continue to be realized in the college's enrollment and completion rates – partly evidenced in reduced completion rates in 2020 across many racial groups.

**Table 4:** Completion rates by year and racial/ethnic demographics 2016-2020

	White	Latinx	Native American	Asian	Black	Native Hawaiian	Multiple Races
<b>2016-17</b>	87%	50%	100%	67%	N/A	67%	100%
<b>2017-18</b>	93%	79%	100%	82%	N/A	N/A	100%
<b>2018-19</b>	85%	100%	100%	75%	100%	100%	N/A
<b>2019-20</b>	68%	76%	0%	71%	100%	N/A	100%

### GOAL 3

#### **Increase the number of endorsements in English for Speakers of Other Language (ESOL) and Dual Language (DL) certifications.**

[English language learners constitute nearly 10% of all K12 students in Oregon](#), with the highest percentage among Spanish-speaking students (75.5% in 2020-2021). To be sure, linguistic diversity varies across the state of Oregon, with greater need for ESOL and DL services in specific locations. The OSU College of Education continues to address the needs and embrace the assets of linguistically diverse K12 children as well as teacher candidates.

The college offers multiple pathways to endorsements in English for Speakers of Other Languages (ESOL) and Dual Language (DL) specializations in our programs, with all programs requiring that students take at least one ESOL course. In addition, teacher candidates can earn a full 18-credit ESOL endorsement. The ESOL endorsement is offered in-person in Corvallis, in-person in Bend, as well as remotely through our Ecampus to reach students throughout Oregon and beyond.

The increased opportunities to gain knowledge and understandings of ESOL and English Language Learners, as well as the college's emphasis in dual language (DL), are evident in student participation rates. For example, the number of students taking ESOL/DL courses rose from 134 in 2012-2013 to 422 in 2020-2021. Moreover, the percentage of linguistically diverse students has risen from 2% in 2016- 2017 to nearly 10% in 2019-2020. In fact, a full 20% of students in OSU's teacher education programs grew up in homes where they regularly heard a language other than English.

A distinguishing achievement of efforts in ESOL and DL has been the college's success with the Teachers Educating All Multilingual Students or TEAMS grant (2017-2021). This National Professional Development grant from the U.S. Department of Education provided OSU with \$2.5 million to provide 80 Oregon teachers with funding to complete their ESOL endorsement or a DL specialization.

In 2022, the College of Education was notified that it was awarded a second TEAMS grant for a subsequent five years (2022-2026). Faculty have already begun initiating cohorts for fall 2022, partnering with school districts throughout Oregon to offer this opportunity. Like racial and ethnic demographics across programs, the College of Education also see differences in the number of students who identify as linguistically diverse across our programs. As presented in Table 5, the highest prevalence of dual language students is in the clinically-based elementary education program.

Table 5: *Percentage of linguistically diverse students by teacher education program 2020-2021*

Program	Non-native English speakers (%)	Grew up in a household in which regularly heard a language other than English (%)
Ag Ed	10%	10%
OSU-Cascades Elem	4%	5%
OSU-Cascades Sec	0%	14%
Clinically Based Elementary (2018-20)	40%	42%
DD Elem	10%	26%
DD Sec	7%	13%
Music Ed	0%	27%
Physical Ed	0%	17%
Sci/Math Ed	8%	23%

In the coming biennium, it is the College of Education’s goal to increase the number of students in the various teacher education programs who not only take coursework in ESOL but who also ultimately receive the ESOL endorsement and the DL specialization.

**STRATEGIES TO MEET GOALS**

In order to meet the three goals delineated above, the College of Education proposes a variety of strategies. As many of these strategies and goals are interconnected, an overview is presented in Table 6.

Table 6: *Goals and strategies for 2022-2024*

	<b>Increase RELD graduates</b>	<b>Completion rate of 85%</b>	<b>Increase ESOL/DL attainment</b>
New 4-year program	✓	✓	✓
Language-specific supports	✓	✓	✓
New TEAMS grant	✓	✓	✓
Rural initiatives	✓	✓	✓
STEM cultural competencies	✓	✓	✓
Funding support	✓	✓	✓

- **The OSU College of Education’s Corvallis-based full-time program will transition its 5-year program to a standard 4-year degree program.**

Beginning in fall 2023, the program that is currently known as the Double Degree program will be replaced by a 4-year elementary education major and a 4-year secondary education major connected with relevant content. The rationale behind this move is that the Double Degree is seen as overly complex and unnecessarily long for those who seek initial licensure at the baccalaureate level, adding unnecessary obstacles and costs to underrepresented students. The hope is that this move will facilitate an easier option for students who seek to become teachers in a full-time, face- to-face modality and that it will better support candidates with diverse needs and challenges.

- **The OSU College of Education will implement language-specific advising practices and supports.**

Through various bilingual faculty and staff, as well as through the directed support of Educator Equity funds, the college will continue efforts to provide language-specific advising and student support. Using the 2022-2023 Educator Equity Funding, OSU will hire a Navigator who will assist students with seeking, understanding, and accessing specific resources and tools. This position will work with students in all of pathway programs. This effort will be in addition to current supports, including the option of bilingual students’ submission of their edTPA in Spanish, and the associated faculty and staff support to do so. Similarly, the college will utilize some of the Educator Equity funds to translate all of its website and recruitment materials.



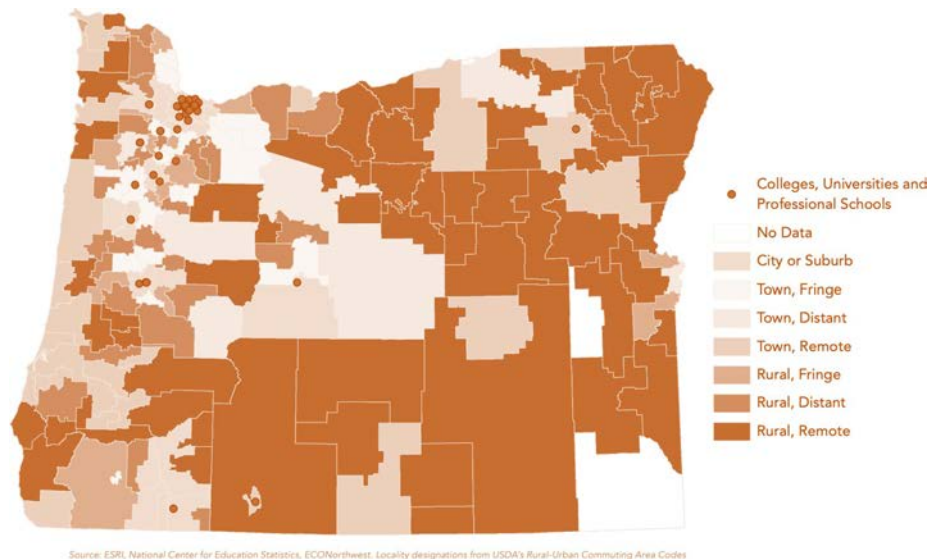
- **The OSU College of Education will utilize its TEAMS 2.0 initiative to increase the number of ESOL endorsements and DL certifications.**

OSU College of Education faculty were recently notified that they have been once again awarded with the TEAMS grant. Beginning in 2022 through 2026, this new \$2.7 million U.S. Department of Education grant will provide training for 100 current teachers in Oregon in ESOL/DL, a 20% increase over the previous TEAMS grant effort. In concert with the educator preparation program efforts, OSU will be a leader in providing Oregon’s current and future teachers with the skills and knowledge to serve linguistically diverse students.

- **The OSU College of Education will reach further into underserved communities where teacher recruitment and retention are most challenged.**

Rural communities in Oregon are often the most challenged when it comes to recruiting and retaining teachers. Many of Oregon’s most rural areas are located far away from higher education institutions (see Figure 1). [These rural areas are also locations where many Latinx populations are increasing in Oregon.](#) Even rural communities near OSU in Corvallis, like those in Linn County, are seeing significant growth among their Spanish-speaking populations. As such, the college’s initial efforts with its various Grow Your Own (GYO) programs through the Educator Advancement Council in Oregon will allow it to expand our outreach to these rural communities, particularly with the newest Ecampus-based BS program.

Figure 1: Oregon school districts’ proximity to higher education institutions



Beginning in Fall 2022, the College of Education will partner with Linn-Benton Community College (LBCC) to provide an initial 2+2 program in these underserved areas through the clinically-based Bachelor of Science in Elementary Education. Building upon the college’s involvement in the Major Transfer Map initiative, this 2+2 program connects with our community college partners to provide a seamless transfer to the final two years of a teacher education bachelor’s degree at OSU. Through utilizing the satellite campus of LBCC in Sweet Home, faculty hope to build a cohort-based model for surrounding rural communities.

Knowing that high speed internet access can also be challenging in these remote areas, LBCC's satellite campus will not only serve as a gathering space for a cohort of new teacher candidates but also provide them with access to technology to be successful in this remote program. In addition, OSU has partnered with community colleges in the Columbia Gorge and Portland regions through use of the state's GYO funds to create a teacher pathway with our BS and MAT programs. These pathways have enabled the college to streamline candidate program completion and engage with students from these regions of higher diversity. Faculty plan to assess success in these various programs by monitoring application, retention, and completion data in relation to other goals described above.

- **The OSU College of Education will integrate cultural competencies in STEM teacher education.**

In tandem with linguistic diversity initiatives, STEM-based courses and programs in the College of Education will continue efforts to ensure the success of all students in STEM-specific classrooms. Two NSF-funded initiatives at OSU will continue to guide the research and teaching practices in our STEM classrooms: Language, Culture, and Knowledge-building through Science (LaCuKnoS) and Science and Math Investigative Learning Experiences (SMILE). Through LaCuKnoS, multilingual learning and family involvement in science education provided an opportunity for preservice teachers as well as current teachers to learn new approaches to working with diverse learners.

Connecting with OSU's Pre-College Programs and the SMILE network, these tandem efforts have continued to increase the College's connection to far-reaching Oregon communities. As an added benefit, these community-based efforts provide for potential recruitment opportunities for future teachers as well.

- **The OSU College of Education will increase access to internal and external funding to support recruitment and retention.**

Established by an anonymous donation in 2018, the Teacher Licensure Support Fund provides financial support to cover the various state-wide out-of-pocket fees and expenses for our teacher candidates, including required examinations, fingerprinting, and other licensure-based costs. In 2020-2021, a total of 116 teacher candidates received support from this fund, totaling over \$55,000, and additionally supported by \$15,000 in aid from the Educator Equity Fund. In tandem with the generous funding support from the Educator Equity Fund, the Grow Your Own (GYO) funding, and over \$170,000 in annual scholarships through generous donors, the college is making steady strides toward fully supporting its students' financial needs.

At the same time, faculty are cognizant that scholarships can only go so far in supporting students' needs. There has been an increase in the amount of emergency financial support OSU students are seeking as well as pandemic-related needs ranging from a lack of childcare to food and housing instability. The College of Education has created a centralized resource request that also provides students with access to the various resources and assistance in the OSU community. Faculty and staff are participating in training related to identifying and destigmatizing needs among our students. Further, the college's capital campaign will focus on

raising more comprehensive scholarships for students, particularly as they embark on their clinical experiences that preclude paid employment.

- **The OSU College of Education will create a RELD Advisor position for each campus (Corvallis and OSU-Cascades).**

Research shows that RELD students can find teacher preparation programs difficult to navigate, as they are more likely to be first generation students, experience acute financial challenges, and face systemic discrimination. Addressing the increased challenges RELD students face requires support programs that offer ongoing mentorship, tutoring, community building and other supports that ensure program completion (Carver-Thomas, 2018). The OSU College of Education's program faculty offer many of these supports on an ad hoc basis, and their efforts that have supported high retention/completion rates for our RELD students. However, this support is currently contingent on the availability of individual instructors to provide extra time and attention, and these are becoming less certain due to the demands of pandemic-related impacts and mitigations. Additionally, it is difficult to ensure that students who need help can find it when they must be proactive in seeking assistance and support from multiple faculty.

After consultation with program faculty, college leadership have reached consensus that the best solution is to hire an advisor/liaison to work in a targeted way with RELD students. Using Educator Equity Funding from the Oregon Department of Education, the college will create two positions: one each for the Corvallis and OSU-Cascades campuses. These advisor/liaisons will work with College of Education recruiters to connect with RELD communities and organizations to encourage students to consider teaching careers and apply to OSU's programs. Advisor/liaisons will provide support for seeking financial aid, assist with testing/edTPA requirements, and help students navigate licensure requirements. They will implement community-building and peer-support activities to help RELD students build and nurture relationships with each other and program faculty/staff.