



# **Diversifying the Oregon Educator Workforce**

**2020**

**Biennial Report in accordance with HB 3375**

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## Background

Oregon’s Educator Equity Act (ORS 342.433 to 342.449) declares the state educator equity goal as “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 educator preparation programs in the 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 law requires the HECC to “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 following biennial report is submitted to the Higher Education Coordinating Commission to provide evidence of the Eastern Oregon University (EOU) progress toward the HB 3375 goals.

## Eastern Oregon University Context

EOU is committed to fulfilling the expectations of HB 3375, and utilizes The Center for Culturally Responsive Practices, Oregon Teacher Pathway, the College of Education, and work with outside partners to demonstrate its commitment.

The College of Education at EOU has multiple pathways that lead to initial licensure, including a newly revised undergraduate program, including a pathway for AAOT transfers, and a Master of Arts in Teaching (MAT).

Table 1 shows the number of program completers over time. The number of non-Caucasian completers over the past 5 years is between 5-25%. The undergraduate program had the lowest percentage of completers in the 2014-2015 academic year (5 teacher candidates totaling 10% of cohort) and the greatest during the 2017-2018 academic year (18 teacher candidates totaling 25% of cohort). The MAT non-Caucasian completes ranges between 5-15%. The lowest percentage was in 2014-2015 and greatest in 2017-2018. In review of the data, the College of Education’s established onsite locations across Oregon (specifically Mt. Hood Community College), is a contributing factor to the increased percentage of diverse candidates in the undergraduate program.

**Table 1. Program Completers**

Level/Group	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Grand Total
<b>UG</b>						
Students	49	70	59	73	73	324
Non-Caucasian	Less than 10	12 (17%)	Less than 10	18 (25%)	14 (20%)	57 (18%)
<b>GR</b>						
Students	51	65	56	101	69	342
Non-Caucasian	Less than 10	Less than 10	Less than 10	15 (15%)	Less than 10	35 (10%)

## Eastern Oregon University's Commitment to HB 3375

### Oregon Teacher Pathway

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. As a recruitment tool, EOU has offered the following incentives: high school students participating in OTP are provided college credit for successfully completing the college class in high school, elementary classroom experience, mentoring, and receive additional incentives for attending EOU and pursuing education after high school, including reduced college tuition and extra supports for success.

OTP began in the Fall of 2014 with two high school partners and one additional school was added at the spring semester. During the 2019-20 academic year, OTP had 10 active partner high schools and the BMCC pathway. For the 2020-21 academic year, it is anticipated that OTP will have 13 high school partners. Table 2 provides the enrollment and demographic information over time for the OTP program. As seen in Table 2, district participation and student participation has continually increased.

Table 2 High School Enrollment and Demographics Over Time

Year	Student #s	M/F/Z	Race/Ethnicity	Year @ EOU
2019-20	72 [of which 21 (29%) are from underrepresented pops]	18/54/0 25% M 75% F 0% Z	19 Latinx (26%) <10 African American 51 White (71%)	57 Seniors (69%) 15 Juniors (21%)
2018-19	81 [of which 28 (32%) are from underrepresented pops]	21/67/0 19% M 81% F 0% Z	27 Latino (33%) <10 American Indian 55 White (66%)	59 Seniors (71%) 29 Juniors (29%)
2017-18	84 [of which 42 (50%) are from underrepresented pops]	10/72/<10 12% M 86% F 2% Z	36 Latino (43%) 4 American Indian (5%) <10 Pacific Islander (1%) <10 Multi Ethnic (1%) 42 White (50%)	66 Seniors (79%) 18 Juniors (21%)
2016-17	52	14/37/<10	17 Latino (33%)	36 Seniors (69%)

	[of which 21 (40%) are from underrepresented populations]	27% M 71% F 2% D	<10 American Indian (2%) <10 Asian (2%) <10 Alaska Native (2%) <10 African American (2%) 31 White (60%)	16 Juniors (31%)
2015-16	41 [of which 15 (37%) are from underrepresented populations]	11/30/0 27% M 73% F	13 Latino (32%) <10 American Indian (2%) <10 Portuguese (2%) 26 White (63%)	17 Seniors (42%) 24 Juniors (58%)
*2014-15	39 [of which 18 (46%) are from underrepresented populations]	7/32/0 18% M 82% F	13 Latino (33%) <10 American Indian (8%) <10 African American (5%) 21 White (54%)	28 Seniors (72%) 11 Juniors (28%)

\*Note due to multiple data collection points data from this year data is based only on program completers

High school partners are provided with OTP mentors to assist in bridging the experience from high school and college. In most cases, graduates from the OTP high school class serve as the EOU mentor for the same school they attended. Table 3 provides the number of mentors and demographic information over time. The number of OTP mentors continues to increase with the growth of the program.

Table 3. EOU OTP Mentors Enrollment and Demographics Over Time

Year	Student #s	M/F/Z	Race/Ethnicity	Year @ EOU
2019-20	64 [of which 20 (31%) are from underrepresented pops]	10/54/0 16% M 84% F	15 Latinx (23%) <10 American Indian (3%) 47 White (74%) **<10 international EL students**	7 seniors (11%) 15 Juniors (23%) 14 Soph (22%) 28 Freshmen (44%)
2018-19	44 [of which 18 (41%) are from underrepresented pops]	7/37/0 16% M 84% F	12 Latino (27%) <10 American Indian (7%) 1 Portuguese (2%) <10 Multi Ethnic (2%) 27 White (61%)	6 Seniors (14%) 7 Juniors (16%) 8 Soph (18%) 23 Freshmen (52%)
2017-18	27 [of which 8 (30%) are from underrepresented populations]	6/21/0 22% M 78% F	<10 Latino (19%) <10 Portuguese (4%) <10 Multi Ethnic (7%) 19 White (70%)	5 Juniors (19%) 10 Soph (37%) 12 Freshmen (44%)

2016-17	15 [of which 6 (40%) are from underrepresented populations]	4/11/0 27% M 73% F	<10 Latino (27%) <10 Portuguese (7%) <10 Multi Ethnic (7%) <10 White (60%)	4 Sophomore (27%) 11 Freshmen (73%)
2015-16	5 [of which 3 (60%) are from underrepresented populations]	0/5/0 100% f	<10 Latino (40%) <10 Multi Ethnic (20%) <10 White (40%)	1 Senior (20%) 4 Freshmen (80%)

The total number of high school students who have completed the high school program since 2015 is 187 (with 5 repeaters). Of those 182, 64 have become EOU OTP mentors. On average 35% of the students who complete the high school OTP program attend EOU. In 2019 our first 6 students graduated from the program (Table 4). Four of the six are licensed and currently hold their first teaching positions, one is enrolled in the MAT program, and one is taking a gap year as a paraprofessional before beginning the MAT program.

Table 4. EOU OTP Graduates

Year	Graduates	Plans
2020	Not yet available	
2019	6	4- Licensed & hired 1- Enrolling in MAT program 1 - Gap year then intends to enroll in MAT program

## The Center for Culturally Responsive Practices

The Center for Culturally Responsive Practices (CCRP) is 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 P-20 educational settings. CCRP 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, they are able to create strong continuity between home and school and increase student success in the classroom.

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.

CCRP continues to be recognized locally, across the state, and nationally and has received commendation by the Governor, TSPC, and the HECC for the work in sharing culturally responsive practices. EOU is committed to providing access to the CCRP trainings. Table 5 provides evidence of the various training and attendees to these training opportunities.

Table 5. CCRP Trainings and Attendance

Event	Faculty/Staff Development:	Keynote:	K-12 Workshop:	Luncheon with EOU OTP mentors and ED students
Spring 2019: Dr. Ríos & Dr. French	21 face to face attendees (additional 42 LiveStream views)	41 face to face attendees (additional 284 LiveStream views)	15 attendees from regional schools	45 attendees
Spring 2017: Dr. Ríos & Dr. French	19 Participants (additional 51 LiveStream views)	35 Participants (additional 151 LiveStream views)	9 participants from regional schools	
Winter 2017: Co-Sponsor CEAD Feb 18, 2017	30 faculty & staff		over 300 students [additional 59 (1st session) 76 (2nd session) LiveStream views of OTP presentation]	
Fall 2016: Dr. Ernst Slavitt	19 Participants (additional 91 LiveStream views)	32 Participants (additional 93 LiveStream views)	12 participants from regional schools	
Spring 2016: Dr. Ríos & Dr. French	28 Participants (additional 151 LiveStream views)	36 Participants (additional 187 LiveStream views)	11 participants from regional schools	
Summer Institute			18 Participants	

2015: June 18-20 Day 1: Dr. Ernst Slavik Day 2: Dr. Lynn Lubbes Day 3: Tawnya Lubbes			from regional schools	
Spring: 2015: Dr. Milner	17 Participants (additional 169 LiveStream views)	47 Participants (additional 315 LiveStream views)	16 participants from regional schools	
Winter 2015: Dr. Sleeter	27 Participants (additional 107 LiveStream views)	53 Participants (additional 338 LiveStream views)	18 participants from regional schools	
Fall 2014: Dr. Gay	19 Participants (additional video views, but not tracked)	64 Participants (additional video videos, but not tracked)	21 participants from regional schools	

Table 4 provides evidence of EOUs commitment to CCRP and offering of CCRP trainings with renowned researchers in the field of equity and culturally responsive pedagogy and practices. Long after the events our livestreams and webpages are regularly accessed by students, educators, and community members (<https://livestream.com/eou/events/3823828>). CCRP provides professional development across disciplines and businesses throughout the region and has been recognized for our expertise.

### **ESOL Coursework Required for the Undergraduate Initial Teacher Preparation Program**

As part of the 2016 HB 3375 Proposal, EOU indicated a goal of increasing enrollment in the ESOL program. During the 2016-2017 academic year, Eastern Oregon University completed a redesign of all initial teacher preparation programs. As part of the redesign process, EOU received feedback from stakeholders requesting more candidates be prepared to teach English for Speakers of Other Languages. In response to the request, EOU extended the undergraduate program from a one-year to a two- year program. A major change in the program now requires that all undergraduate elementary education majors complete an ESOL endorsement as part of their preparation program. The new program began with the 2018 academic year. Table 6 below shows the number of teacher candidates completing the ESOL coursework.

Table 6. Number of EOU UG Candidates Completing ESOL Coursework

	2015-2016	2016-2017	2017-2018	2018-2020	2019-2021	Anticipated 2020-2022
Number of	*30	*26	*29	45	34	58

candidates enrolled in ESOL Coursework (completed during junior year)						
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\*2015-16, 2016-17, and 201-18 numbers include candidates that have completed coursework and passed the ESOL exam in the following programs combined: undergraduate program, those enrolling into the EOU MAT program the following year, and graduate add-on endorsements. The College of Education is currently unable to disaggregate the data.

Table 6. attempts to demonstrate the number of candidates prepared to work with language learners. In review of the number of candidates enrolled in the ESOL endorsement program, a growth in program enrollment was immediately documented with the rollout of the new program. However, after exploring the rates of candidates applying for the ESOL endorsement along with their initial license, there was a large gap in the number of candidates prepared (during their junior year), and those requesting the endorsement added. EOU identified that candidates, although completing the coursework, were not taking the TSPC required test (NES ESOL test) to add the endorsement to their preliminary license.

In an effort to increase the number of EOU teacher candidates adding their ESOL endorsement to their initial license, starting with the 2018-20 cohort, all candidates are required to *attempt* the NES ESOL test. This requirement was added as a transition point within the program. With the requirement of candidates attempting the test, EOU anticipates an increase in the number of applicants requesting the ESOL endorsement.

Due to the nature of the EOU MAT program (10 months to initial licensure), EOU is unable to require the EOSL coursework as part of the program. However, to ensure all teacher candidates have some preparation for working with language learners, the MAT programs (elementary and secondary) both include the ELL Knowledge, Skills, Abilities and Dispositions for Educators course.

## Continuing the Commitment:

EOU proposes the following goals and strategies to be implemented to continue the growth towards HB 3375:

- Goal 1: Identify strategies to connect the Oregon Teacher Pathway (OTP) project to the Oregon Trail REN and Malheur REN to identify more diverse high school student members and continue to grow and support the program.

Strategies:

- 1a. Continue monitoring OTP enrollment and graduates.
- 1b. Develop communication pathways between EOU and the RENs to assist in developing new partnership opportunities.
- 1c. Explore a REN scholarship model for new OTP student applicants.

1d. Utilize the College of Education Advisory Council (see appendix A) meeting(s) to discuss ideas to strengthen the current OTP program vision and design.

- Goal 2: Identify strategies to connect CCRP campus wide and continue providing resources across the region and at EOU on serving culturally and linguistically diverse students in order to recruit and retain a more diverse teacher workforce.

Strategies:

2a. Utilize EOU's marketing department to assist in advertising CCRP training opportunities.

2b. Explore additional external funding opportunities to financially support additional training opportunities.

2c. Utilize the College of Education Advisory Council meeting(s) to discuss ideas to strengthen the current CCRP programs vision and design.

- Goal 3: Diversify and expand the number of teachers who can serve the growing number of culturally and linguistically diverse through an ESOL endorsement.

Strategies:

3a. Continue monitoring OTP enrollment and graduates.

3b. The College of Education will begin discussions about additional ESOL possibilities within the MAT programs.

- Goal 4: Work with rural ESDs to help diversify the teacher workforce.

Strategies:

4a. Work to reconnect the 3-ESD (IMESD, Multnomah ESD, Clackamas ESD) and EPPs (EOU & WOU) team to begin new possibilities for the fall 2020 academic term.

4b. Assist to develop a vision for the 3-ESD partnership to enhance diverse teacher pathways.

- Goal 5: Develop a partnership with IMESD/Oregon Trail REN and Eastern Oregon REN and Malheur ESD to create Future Teacher Academies.

Strategies:

5a. Continue development of the spring 2020 future teacher academy group for a summer 2021 face- to-face academy (see appendix B).

- Goal 6: Create Grow Your Own Teacher (GYOT) Programs with Oregon Trail REN and Eastern Oregon REN, MHCC, TVCC, and BMCC.

**Strategies:**

6a. Develop 2+ 2 partnerships with Mt. Hood Community College, David Douglas School in East County, Blue Mountain Community College, and Treasure Valley Community College to build Grow Your Own Teacher Programs.

6b. Work with East Oregon and Oregon Train REN directors to develop site based GYOTs.

- 6c. Create GYOT grab sheets for all 2+2 partnerships (see appendix C) to recruit diverse students into GYOT pathways.
- 6d. . Collaborate to build ESD classroom accessibility to offer teacher training programs to serve as GYOT programs.

## Limitations

**Limited Fiscal Resources:** The College of Education will invest dollars from the Education Advancement Council (EAC), which supports HB 3375, into the Oregon Teacher Pathway. This program is currently helping meet the needs of HB 3375, but also has financial shortcomings due to supply and demand of interests across all of Oregon from ESDs wanting their own OTP programs. EOU is committed to a remission scholarship to support the OTP continuation.

Additionally, the EAC monies will support incoming CCRP speakers, committed to race, bias, equity, and cultural competencies.

## Summary

Eastern Oregon University continues to make progress toward the goals of HB 3375. Recruitment and retention of culturally diverse candidates continue to grow. The Oregon Teacher Pathway currently represents the strongest tool for diversifying the teacher pool. With the proposed goals, EOU anticipates an opportunity to further grow the pool of diverse teacher candidates within Oregon.

# **Appendices**

## **Appendix A: Advisory Council Membership**

The College of Education Advisory Board includes representation of educators and future educators. The Advisory Council includes the following representation: teachers, public school administrators, students in program, faculty, and staff.

The College of Education invites the following to participate in the Advisory Council:

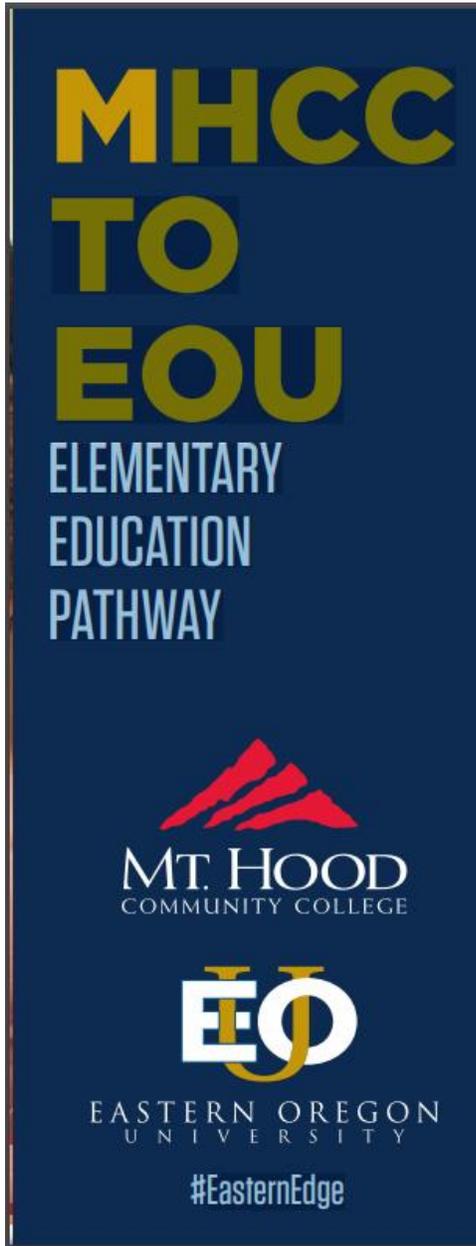
- Teacher Representatives
- Administrator Representatives
- EOU College of Education Faculty
- EOU College of Education Advisors
- EOU College of Education Staff
- Student Representatives from each program and site
- ESD Representatives
- Alumni
- University Supervisors

## **Appendix B: Future Teacher Academies**

### Content of Academy

- Place-based field studies and projects that utilize the local environment and state-of-the-art facilities at EOU/BMCC/IMESD
- Learn about best practices curriculum, explore anti-racism curriculum, leadership activities engaging in professional learning on race and equity, Tribal History-Shared History curriculum
- Participants will engage in professional learning on race equity and culturally sustaining pedagogy
- EPP and K12 leadership (deans, administrators, and teacher leaders) will provide two-one coaching for the attendees
- Participants will work with the Oregon Educator Advancement Council in the following areas: Mentoring Leadership-Site Based Professional Learning-Community of Practice LEADERSHIP
- Project teams present a research-based capstone project to parents at the conclusion of the institute
- Participants can earn early college credit from EOU in Trauma/Dyslexia/Sped
- Elect members of the academy to serve as school board members to have a mock-school board meeting
- Each participant will be trained how to write a thematic unit and two lesson plans from the unit
- Study best student classroom behavior practices
- Teaching ESOL
- Special Education Experiences and Curriculum Experiences
- Working with Rural and Urban Educational Environments
- Developing Lesson Plans that Include Diverse Experiences for All.
- Pedagogy-Andragogy-Heutagogy in the Classroom
- Hands-On Teaching-Project Based Teaching-Lecture-Exploratory
- Teaching in Public-Charter-Private-Home School Environments
- Retention in Teaching
- Mentorships for Teachers
- Teaching Social Emotional Learners (SEL)
- Tool Kits for the Classroom
- Teaching Technology in the Classroom
- Analyzing State and National Standards
- Implementing State and National Standards
- Classroom Management
- Working with Education Assistants and Para-Professionals
- Mandated Reporting

Appendix C: Grow Your Own Grab Sheet



**MHCC  
TO  
EOU**  
ELEMENTARY  
EDUCATION  
PATHWAY

  
**MT. HOOD**  
COMMUNITY COLLEGE

  
EASTERN OREGON  
UNIVERSITY

#EasternEdge



## MHCC AAOT/EOU CONTENT AREA PATHWAY

Completing the following courses will earn students an AAOT from MHCC and will complete all prerequisites for entry into the EOU Elementary Education program.

### SCIENCE/MATH/COMPUTER SCIENCE

- LIFE SCIENCE (choose one):  
BI 101A, 101C, 102A, 103A, 103B, BI103,  
or BI211 (4 credits)
- EARTH SCIENCE (choose one):  
GS 106, G148, G201 or G202 (4 credits)
- PHYSICAL SCIENCE (choose one):  
GS 201, GS 405, PH 121, PH 122, PH 123,  
or GS 153 (4 credits)
- MATH 211
- MATH 212
- MATH 213

### ORAL COMMUNICATION

- (choose one):  
COMM 111, COMM 115, or COMM 218

### WRITTEN COMMUNICATION

- ENGLISH COMPOSITION:  
WR 121
- ENGLISH COMPOSITION:  
WR 122 or WR 227



### HEALTH & PHYSICAL EDUCATION

- (choose one):  
HPE 295 or HPE 298

### CULTURAL LITERACY

- MULTICULTURAL EDUCATION  
ED 258 (C- or better)

### EDUCATION COURSE & EXPERIENCE

- INTRO TO EDUCATION:  
ED 200 (C- or better) (3 credits)
- \* 30 hours of classroom observation  
experience required for EOU program

### ARTS & LETTERS

- ENGLISH LIT (choose one):  
ENG 104, ENG 105, ENG 106, ENG 107,  
ENG 108 or ENG 201 (4 credits)
- Two courses from Arts & Literature course list:  
(6-8 credits)

### SOCIAL SCIENCES

- WORLD HISTORY/WORLD GEOGRAPHY  
(choose one):  
HIST 110, HIST, 111, HIST, 112 or GEOG 106 or 107  
(3-4 credits)
- US HISTORY/GOVERNMENT (choose one):  
HIST 201, HIST 202, HIST 203, or PS 201  
(4 credits)
- Any two non-History courses from the Social  
Science course list (6-8 credits)

**Total required credits: 65**  
**Unrestricted electives: 25**  
**Total credits for AAOT: 90**

**Earn your bachelor's degree in Elementary Education with two years of MHCC coursework and two years of EOU coursework – all without leaving the MHCC Gresham campus!**

**CONTACT US:**

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## Appendix D: EOU Board Approval of Goals



EASTERN OREGON UNIVERSITY  
UNIVERSITY GENERAL COUNSEL & BOARD SECRETARY

February 28, 2020

Ben Cannon  
Executive Director  
Higher Education Coordinating Commission  
255 Capitol Street NE, 3<sup>rd</sup> Floor  
Salem, OR 97310

Dear Mr. Cannon,

At a regular meeting held on Thursday, February 20, 2020, the Board of Trustees of Eastern Oregon University reviewed and approved EOU's Educator Equity Plan 2019-2022.

If you have any questions regarding this board action, please contact our office at 541-962-4101.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Chris Burford', is written over a light blue horizontal line.

Christopher L. Burford  
University General Counsel and Board Secretary